THE JOURNAL OF EDUCATION

Volume 127 JANUARY, 1944 Number 1

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Teachers' Applications — L. R. KILZER
What! More Shakespeare? — SALIBELLE ROYSTER
The Viciousness of the "Comic Book" — JAMES D. LANDSDOWNE
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AS WE GO TO PRESS

We check over the dating on every other page to see if the printer has remembered that we are now in 1944. He has.

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We also make mental note of the fact that next year, 1945, will include the seventieth anniversary of this magazine. In all its nearly seven decades, the Journal of Education has had only three editors: Thomas Bicknell, Albert E. Winship, and the present editor. To the best of our knowledge, this publication has outweathered more years than any other school magazine in America—but let no one call it "sprightly"! Still referred to in many places as "the New England Bible," the Journal long since became a national institution, with inevitable scattering of its influence into many foreign lands. We do not, however, claim any of the credit for the present condition of the world in general.

▼

We do wish one thing which you, perhaps, as a reader, can help bring to pass. We wish people in and out of education would not get their wires crossed and confuse us with other publications having the word "Journal" as part of their title. Perhaps the handiest way to pin the bee where it belongs when quoting from us or mentioning us is to annex the word "Boston," thus: "Journal of Education (Boston)." But if anyone insists on calling us "THE JOURNAL OF EDUCATION," we cannot deny the appellation.

▼

The articles and features in this issue are contributed by persons in Pennsylvania, West Virginia, New Jersey, Texas, Wyoming, Minnesota, Nebraska, Illinois, Indiana, New Hampshire and Massachusetts—yes, and California. No one can read any periodical these days without being constantly reminded that a vast and terrible war is going on. We try not to overdo this emphasis to the point of being depressing. Most of our writers are looking through and behind the clouds to brighter days that must not only be hoped for but prepared for in our thinking, planning, doing.

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. . . TEXTBOOK TOPICS

Oklahoma Scandal Points To Need of Reforms

Having persistently championed the cause of more and fresher textbooks for all schools, the Journal of Education might prefer to close its eyes and nostrils to certain events reported in the public prints from a certain state whose officials concerned with textbook adoptions allegedly conspired with a number of publishers to re-equip the schools, not with books bought on merit but with selections based on the passing of money behind the back. The reference is to the Oklahoma case. Indictments brought against officials of that state have mentioned by name five or more publishing firms as having paid sums ranging from a few hundred to many thousand dollars in order to insure the purchase of their materials.

When the politicians who wish to be corrupted approach business men with the strong hint that unless they pay them for the favor they will be out in the cold—well, what happens?

Some say "Okay," and others say "Nothing doing."

When the details of such transactions appear in the open, the ones who said "Okay" have much to regret. But even the ones who said "Nothing doing" are not happy. All of them feel, and rightly, that their whole industry has been disgraced.

The Journal has received from one of the publishers not involved in the Oklahoma affair, a copy of a letter which he wrote to an officer of the American Textbook Publishers Institute, who was urging him to join that organization just about the time a newspaper from Oklahoma City landed on his desk with the unsavory news. What the publisher wrote to the ATPI was much to the point. He thought it was up to the industry to clean house. He believed, he said, that the producers of textbooks for American children ought to conduct their business in a manner worthy of their high calling.

When the ATPI was formed, the organizers agreed to steer away from all matters pertaining to trade practices. Otherwise the ATPI might never have been formed at all—and there were problems of common interest which demanded joint action.

Whether the ATPI will undertake to reform the textbook industry may be doubted. Much of the industry does not need reforming, at least not greatly.

Both for ethical reasons and for reasons of common sense, the majority of publishers would like to see trade practices improved throughout their industry. Nearly all of them are willing to disarm—to stop "buying business" with dollars or with dinners—provided the other fellows will do the same. Maybe the time has arrived when most of them would sign a pledge—if someone would write up a practicable one. This would work well enough until . . . or it might even do some permanent good.

Meanwhile, in justice to the publishers, every one should bear in mind that graft and bribery do not exist in a vacuum nor are they unilateral. School authorities and others who conspire with salesmen must accept at least half the blame. But what remains attaches to the publishers involved and smears their industry.

Encyclopedia of Modern Education

An up-to-date reference book on educational thought and practice has long been lacking, and it is good to find that such a work is now available. Styled "Encyclopedia of Modern Education," the volume represents the combined efforts of many recognized leaders in education of today. A sampling of its pages reveals something of its scope and also of its self-imposed limitations. It contains very little biography and in no sense takes the place of a "Who's Who." Even John Dewey receives only a brief notice, though one that well measures his influence on education. Neither is there much listing of educational institutions as such. For instance, Harvard University has not even a paragraph, although its Society of Fellows, established by President Lowell, is listed and described. But if one wants to check up on the Dalton Plan or on Vocational Education, Guidance, Measurement or a thousand other matters typifying recent innovations and experiments, the write-ups are at hand and remarkably cogent. Naturally a great deal had to be excluded to keep the book from bursting over into several volumes. However, it might have been wise to include at least some mention of the educational press, which spreads modern education from place to place and yet is given not even a general listing under any heading we have discovered—and we have tried Journals, Magazines and Periodicals. School Journalism is given due attention. As with every reference work ever printed, this one will be disappointingly silent at times, but should prove invaluable for consultation on the great mass of topics included in its 900 pages—topics that appear to the casual examiner to be excellently handled. If Harvard University is slighted, St. John's College, where Dr. Barr promotes a liberal education on original lines, is admirably mirrored even to its famous prescribed list of great classics.

ENCYCLOPEDIA OF MODERN EDUCATION, edited by Harry N. Rivlin and Herbert Schueler. The Philosophical Library, New York. $10.

Aviation Mathematics

A text that aided the RAF to train its personnel to their manifest level of efficiency has been taken as the basis of a thoroughly Americanized version. This is "Aviation Mathematics" by Buchan, Borthwick, and Wadden.

Starting with brisk reviews of arithmetic, algebra and geometry—minus the proofs, the book lays special emphasis on the solution of problems encountered in flying. Trigon-

AND REVIEWS . . .

ometry of the right triangle is included, together with logarithms. The whole affair is very direct and businesslike and should lead to excellent results in pre-induction classrooms. An unusual abundance of carefully chosen problems is an outstanding feature.

AVIATION MATHEMATICS by Buchan, Borthwick, and Wadden. Houghton Mifflin Company, Boston. Sold only with computer. Computer assembled with book $2.35. Unassembled $2.20.

The Meaning Of Intelligence

Dr. Stoddard's treatise on "The Meaning of Intelligence" provides valuable criteria and intellectual stimulus both for the psychologist and the layman. To our view, the volume attains its highest usefulness in discussing, not what intelligence is, but what may best be done about it. Too often the potential genius is either denied recognition and encouragement or is given so much recognition as to become deflected from fulfilment of the promise that is latent in him. The child who is below normal intelligence, on the other hand, may respond to a propitious environment in such fashion as to confound the doctors. Dr. Stoddard is concerned less with abstract intelligence than with the educational and social implications of mental abilities high, low and in-between. Incidentally one may derive a certain pleasure from seeing the intelligence of the intelligence testers thus reviewed, respectfully though not reverently, by an intelligent colleague. It is an overview of their whole field of interest.

THE MEANING OF INTELLIGENCE by George D. Stoddard. The Macmillan Company, New York. $4.00.

Celestial Navigation

From the Introduction to "Celestial Navigation" we learn that a ship in distress can give its location by radio so accurately that a relief ship or plane can come within a mile of it. The rest is a matter of looking around, which, for the plane, is fairly simple. Now it transpires that the practical parts of celestial navigation can be mastered with the aid of instruments and an almanac or set of tables, and still leave the navigator in a dense fog as to the meaning of what he does. The present text by a medical man with a hobby, undertakes to clear up the why of navigation methods along with or as a supplement to the how. It appears to be clear exposition. The author hopes to remove the stumbling blocks that he himself has encountered in the pursuit of his hobby—a pursuit, by the way, which has already won him recognition from authorities in this field. The book should prove a fine developer for those who must guide the courses of ships or planes over open water where landmarks are absent and only the sun or other heavenly bodies can be sighted.

PRIMER OF CELESTIAL NAVIGATION by John Favill. Cornell Maritime Press. New York. $2.00.

Studies of the General College

One of the most significant and far-reaching experiments made in the field of higher education in recent years has been the General College of the University of Minnesota, which was established to meet the needs of students who for various reasons are likely to remain in college but a year or two. The aim of the General College is to give the members of this hitherto neglected group the type of education which will best prepare them to assume the personal, social, and civic responsibilities of adults living in a democracy. Of these books *Building a Curriculum* is a description of the General College's program, *These We Teach,* a study of its student personnel, and *Outcome of General Education* essentially an evaluation of its work. These three volumes are rich in data of great value to all interested in the problems of higher education. The authors explain what the General College is trying to do and why and how it is doing it. They also report with frankness upon the degree of success attending the program, showing not the slighest tendency to twist facts in order to make a case. One important aspect of this experiment is the particular attention which has been given to the fundamental aims which underlie the whole educative process. This report constitutes a valuable contribution to educational literature.

BUILDING A CURRICULUM by Ivol Spafford and Others, $3.00. THESE WE TEACH by Cornelia T. Williams, $2.00. OUTCOME OF GENERAL EDUCATION by Ruth E. Eckert, $2.00, University of Minnesota, Minneapolis.

Our Neighbors Across the Pacific

It is too late now to undo whatever part of our trouble with Japan may have been caused by the prevalent ignorance and indifference of our citizenry in the matter of trans-Pacific lands and peoples. But for the sake of a wiser and better tomorrow our citizens, whether adult or still in high school, may well study and try to understand conditions in the Orient as these are analyzed, let us say, in "Our Neighbors Across the Pacific." This book is actually a collection of monographs, originally published as separate pamphlets, and prepared by various authors. China, Australia, India, Islands of the China Sea, Soviet Russia and our present enemy, Japan, are described as to populations, problems and conflicting ideas and institutions. The sections on Japan are particularly free from passion and frank to recognize wherein we missed the mark in our estimates of underlying stresses in the Orient that gave Japan her opportunity. Japan's attempt to supplant Western imperialism with her own more intolerable brand of the same thing, seems destined to hasten the final overthrow of overlordship by foreign powers in Asia. The entire volume is richly enlightening and sure to promote wholesome attitudes in those who read its pages thoughtfully. An introduction, questions and interpretations have been added by way of equipping the book for classroom use.

OUR NEIGHBORS ACROSS THE PACIFIC, edited by Maxwell S. Stewart. Institute of Pacific Relations cooperating with Webster Publishing Company, St. Louis.

Editorials

A Contest of Morales

Wars are lost by the side that first loses its morale. That crucial element of the struggle between two belligerents may be difficult to define, but its importance is inescapable. Call it grit, determination, the will to win, endurance, unity of effort or what you please. Let either party lose this quality and it has lost the war.

While we of the United Nations are watching eagerly for signs that the morale of our enemies is cracking, they in turn are watching just as keenly to see that same thing happen in Britain, Russia, China and—perhaps most of all—the United States.

Consider our foremost objective, the defeat of Germany. That nation must now be fairly well convinced that its plan for world domination has failed. Yet it continues to hold part of Russia and nearly all of Western Europe. The German army is an instrument of unbroken power and spirit. Germany's efforts from now on may be classed as defensive. But they are defensive in the sense of guarding, not the homeland alone, but vast areas of stolen territory and millions of captive slaves. The supreme hope of the Germans at this point must be some of their foes will relax, become discouraged, be weakened by internal division, and eventually accept a negotiated peace which would leave Western Europe in German hands and the German army unconquered, able to prepare for another and more successful assault on freedom-loving nations a generation hence.

This is why unity here in the United States must be preserved by every means we possess. We have entered upon a year of national elections, when discord is the traditional rule. This time we must strive for as restrained a campaign as can possibly be had to secure an intelligent and free election. More than this, we must give no evidences of resting on our oars as regards production. Those strikes and threats of strikes which so greatly hearten the enemy and help to prevent his morale from breaking, must somehow be eliminated. Whether it be by antistrike legislation, by a universal service law, or by an extension of those patriotic self-controls of American labor which have already achieved so much for industrial peace since Pearl Harbor, the strike menace needs to be removed. This means in all fairness that the purchasing power of the dollar must be maintained even at the cost of subsidies, which, undesirable as they are, are better than runaway prices.

If "M" represents Morale, one may read in the middle of that letter the "V" of Victory.

The Drop in Teacher Candidates

The Office of War Information takes a somewhat broad view of its duties as the nation's reporting agency in war time. Thus it tells of the declines in college enrollments due to war conditions—declines that would have put many institutions out of business had not these same war conditions brought government patronage and special war-time classes to their rescue.

One point the OWI has recently made public gives cause for real alarm. The number of students preparing to enter the teaching profession, as indicated by student registrations in normal schools and teachers' colleges, is today only forty per cent of the corresponding figure for 1939-40. We talk about a teacher shortage now, and we try to reassure ourselves by what we hear and read of ex-teachers and other available reserves responding to the emergency. What will the situation be a few years hence, if no way is found to recruit young men and women for the educational profession?

The war is not wholly to blame for the low mark in teacher training school enrollments. There had been a falling off in quality among the enrollees in those schools for several decades. More and better publicity and improved conditions as well are needed to arouse and attract more of our worthiest and most capable young persons to become teachers. The financial rewards may never be great. But there is unusual steadiness and security of employment. The real attraction, however, is the unsurpassed opportunities for service. The schools for teachers, since they have an important stake in the whole matter, ought to set about discovering what action should be taken.

Explaining It to Rip Van Winkle

Suppose a twentieth century Rip Van Winkle who fell asleep under the moonlit liquor of 1924 approaches you one of these days, still rubbing his eyes. In his hand is the morning paper, and he has been doing his sleepy best to understand what he reads. He perceives that we are at war again and that

it is a very big war, with many nations involved. Everything from war loans to airplanes, artillery, warships and battles appears to be on a vastly larger scale than formerly. When the middle-aged Van Winkle floated off into his deep slumber, just twenty years ago, he thought things were fairly well settled. Hadn't we fought a "War to end wars?" And hadn't we won it? Hadn't we taught the Germans once and for all that it doesn't pay to tear up treaties and run amuck? Rip had gone to sleep with no worries on the world's account.

Now he holds out to you the paper with this morning's news, and he wants you to explain. This is a large order.

"Maybe the real reason for the super-duper mess we are in is that nearly everybody followed your example, Mr. Van Winkle, and went to sleep," you say. Then you rack your brain some more and you come up with the following:—

Here in the United States we trusted our two oceans more than those two notions—the League of Nations and the World Court. We mistook isolation for insulation. We swallowed a good deal of dope on the subject of Germany's innocence. Many of us imagined the time had arrived when we could swear off from toting guns or even a big stick—and we advertised the fact. We held aloof from all constructive measures, such as economic collaboration, that would have reduced the danger of another war. We saw dictatorships established and heard their loud-mouthed masters boast of their militant aims. We in America were not solely to blame. Britain and France were closer to Germany and Italy than we and they should have had their eyes open. But France was split into selfish factions, its newspapers managed by traitors in foreign pay. And England was unwilling to believe its eyes and ears. Such warnings as the Italian conquest of Abyssinia and seizure of Albania; the civil war in Spain; the territorial grabs by Hitler and his growing arrogance and armaments, his indoctrination of youth for war—to say nothing of what Japan was doing in Manchuria and other parts of far-off China—all these things went on without check or hindrance. The axis nations were getting away with murder. They naturally decided they could do it on a grander scale before any one would stop them. So they struck suddenly and hard. The rest of us were just as unprepared as they believed us to be. The only things we had that they underrated were: capacity to outproduce our enemies in instruments of war; an unshakable determination to remain free and to destroy the threat to our freedom; the ability to organize under strong and united leadership. Another thing they underestimated was the power of Soviet Russia. And we can thank our lucky stars they did.

Fundamentally and essentially it's all wrong, of course. Going out to slaughter one another is as sinful as it is stupid. It would be much more civilized and noble of us—perhaps—to turn the other cheek. But when the first slap by the other fellow nearly knocks your head off so there's only a mangled cheek to turn; also when the other fellow isn't quite up to the other-cheek viewpoint but has officially adopted the opposite ethic—no other course is left. If our generation is the most wicked one in history, as some think, it can perhaps clear the way a little for succeeding generations to be better.

To Hum or to Click?

Our educational institutions are humming with activity these days. Classrooms are running in high gear. Study has been speeded up. Offices are crowded with assistant principals, guidance and measurement experts, supervisors, deans of this and that—all purportedly busy with streamlining the educational task.

Education hums . . . . but does it click? Many children are quitting school, to enter military services or military workshops. In these latter places they earn more money than they are worth; they learn to overestimate their own importance. Others who remain in school are unsettled and upset. Their programs of study have been distorted. When they concentrate, it is upon skimming the surface of some science or technique without troubling to understand the underlying principles. Without these principles, things learned today will vanish by tomorrow.

A whole new world of broader horizons, awakened interests, greater complexities, fresh concepts and ideals, and heightened responsibilities needs to be prepared for. Citizens with intellects trained to think will be badly needed. What is democracy? What are its basic laws? Why must society be moral? Can self interest be translated into something workable? What about our own and other languages? What of art? What of cultural contributions of great men, past, present, here or elsewhere? What are the goals mankind must aspire to and strive to reach? How can we find what others have thought and done about our problems? How can intelligence be made to play a greater part in our policies and decisions than it does at present? Must government be controlled by minority groups and pressures? Can the conflict between nationalism and internationalism be reconciled?

Students cannot be taught all the answers. They must be taught to study; to think; to read; to listen; to form opinions; to lead or to select leaders.

Education must be made to click.

SOME PROFESSIONAL FALLACIES

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

THINKING is not a mere academic exercise. As we think, we are. Correct thinking is the basis of right conduct of life. Errors of thought are more than remote intellectual processes. They directly influence what a person does. If a teacher has a perverted educational philosophy, there is not the slightest chance of his being an effective member of his profession. Any twist in our thinking concerning our work in the classroom minimizes our efficiency. During my thirty-five years as a teacher, again and again I have heard members of our profession make false or misleading statements concerning it. This article has to do with some of the most frequent and flagrant of these.

Far too often we hear the statement, "I have taught this for a numbers of years; therefore, I don't have to spend any time in preparation." The "therefore" in such a declaration is entirely false. By no means does it follow that because a teacher has taught a subject over a long period of years he is able to go into the classroom and do effective teaching with little or no preparation. The fallacy has probably caused more poor teaching than any other professional error. An unplanned period of teaching from the very nature of things can not be successful. It is an hour, or less, of aimless wandering, a time-killing performance, an educational travesty. The plan of last year, or of ten years ago, will not meet the exigencies of the present. Subject matter changes; methods of approach improve; the backgrounds of different groups of students vary. Most emphatically neither the exact material nor the same method of teaching of last year, or five years ago, will do for the school year, 1943-44.

Many years ago at a teachers' institute I heard a speaker quote, "It is better to drink from a running brook than from a stagnant pool." He attributed the quotation to Thomas Carlyle, but I am compelled to record here my confession that in spite of many hours of painful seeking I have never been able to find the passage in the writings of that titanic Scotsman. Yet the fact that the passage is hard to locate does not take away all of its value. It was Carlyle who described education as "Thought kindling itself at the fire of living Thought," and he adds the following comment, "How shall he give kindling, in whose own inward man there is no live coal, but all is burnt-out to a dead grammatical cinder?"

There is teaching that is alive and teaching that is dead. And it can be said with a high degree of assurance that no teacher who goes into the classroom with a bunch of tattered, yellow notes, or what may be even worse, a collection of worn-out cliches, unverified facts, and undigested theories can do real teaching. Material must, of course, be kept fresh and up-to-date. Yet this is not all. Last year an experienced teacher was called upon to work in a somewhat new setting on account of the militarization of the institution with which he is connected. In appraising his experience he was heard to remark that he had to devote more time to preparing his plan of approach than he did to any other phase of his work. Under no circumstances is this an insignificant part of the teaching process.

Another fallacy is the assumption that there is no reason for the teacher concerning himself with the technique and problems of education. It is possible that some readers will promptly declare that nobody having to do with any aspect of education would dream of holding such a theory. We have space here to discuss this widely-ramified topic from but two angles. "Once upon a time" the head of an educational institution who was looking for a teacher asked a friend to go over a number of applications with him. There was one candidate in whom he was especially interested. The scholarship of the applicant was exceptionally high, and he was open to no objection on the basis of character or personality. But after carefully reading the man's credentials the friend called the president's attention to the fact that evidence was completely lacking as to whether the individual being considered possessed teaching ability. The president replied that he was not especially concerned about that and further averred that if a person's scholarship was satisfactory his teaching would take care of itself. Once in a very great while it may, but since the main job of a teacher is to teach, some things can not be left to chance. In the case which I have just mentioned, before the incident came to an end, it became highly evident that scholarship and teaching ability do not always go hand in hand.

Although the educational requirements which exist today upon all sides take care of this in most types of institutions, among teachers themselves there still exists a tendency to look upon educational currents and problems as matters

detached from the work which they are doing. Some even go so far as to assume that while educational literature may be of some value for administrators and teachers of education, it is entirely outside of the bailiwick of the classroom teacher. That such an hypothesis is grossly erroneous there is not the slightest doubt. Teachers belong to a profession, and not one of us can afford to ignore the progress which is being made within its ranks.

A third mistake which some teachers may make in their thinking is to accept blindly the fallacy of quantity. This is the proceeding upon the assumption that if a teacher makes sufficiently heavy assignments and compels those subjected to him to fulfill them, there is no doubt whatever of his pedagogical labors being crowned with success. Other things being equal, the conducting of a loafer's paradise is in itself an evidence of poor teaching. Yet something must be said upon the other side of the case. Many a rigid task-master is ignorant of the very first principles of applied pedagogy. A course can at the same time be excessively hard and absolutely worthless. Many of us can think of great teachers who possessed great skill in getting their students to work and in many instances even to love their intellectual labors. But possibly an equally large number of us remember other instructors who kept our noses just as close to the grindstone without teaching us anything worth knowing.

"Busy work" is not confined to the lower grades. For example, Archibald Everett was a rather poor student who upon his graduation from college was elected instructor in biology at the Green Valley High School. As the months passed it became highly apparent that Archibald had no qualifications for the vocation of teaching. Yet his friends could say one thing in his defense, and they did not neglect to say it. It became noised throughout the community that his classes were working harder than those of any other teacher in Green Valley. His device was to insist on the pupil preparing two large notebooks each semester. If the book did not have the required number of pages, it was not accepted. And the larger the book the higher the grade. Naturally this did necessitate considerable work on the part of the students. The fact that much of the material copied in these books was not understood was a very minor matter. The students were kept busy, and a make-shift alibi provided for an imitation teacher.

Rigidity of requirement can be a pedagogical virtue, but it is a merit which does not stand alone. It is not an end in itself; it is a means for attaining the real aims of education. The quantitative fallacy can be exemplified in many ways. It might result in assignments too inordinately heavy to be really assimilated. It tends to cause the substitution of tests and other mechanics of teaching for the real purposes for which educational institutions exist. Being a task-master may at times be part of a teacher's work. It is, however, most certainly not all of it.

A fourth fallacy of the teaching profession is that all teaching and learning is a gradgrind performance which is always the epitome of tediousness. I had arrived rather late at an ecclesiastical gathering at which one of the speakers was a distinguished university professor. Although I had been especially anxious to hear him, I entered the building just after the conclusion of his address. As I stepped into the vestibule, the audience was coming out, and I heard one strident-voiced female in commenting upon the lecture say, "It was very learned and dull, just what you would expect from a college professor." Two valid exceptions can be taken to this dictum. First, sad to say, not all professors are learned; and second, not all of them are dull. Dullness is by no means a marked characteristic of the members of the teaching profession.

There is a story, related rather frequently during the past two years, concerning Professor George Santayana, for many years a professor in Harvard. One spring day when the warm breeze and the awakening earth were calling he sat in his classroom lecturing to his students. Gradually his words faltered, his voice trailed off, and he fixed his eyes upon a branch outside of the window and looked at the green leaves bursting from it. Then, gathering up his scattered papers, he arose and said, "Gentlemen, it is spring," and left the classroom. Although this incident has repeatedly been well-told, I must confess my lack of enthusiasm for it. It seems to imply that a classroom in spring is too dull to be endured, an assumption which is open to several objections.

More than one teacher has been guilty of giving currency to this baneful fallacy. A typical instance is that of a young college professor who had been invited to speak to a fraternity group upon a semi-social occasion. In beginning his address he expressed his pleasure at the privilege of meeting the young men as a human being rather than a teacher. And forthwith he made a rather pathetic attempt to show that he was "a regular fellow." The implication that when a teacher enters a classroom it behooves him to become an insipid pedant, absolutely uninspired and uninspiring, is a false theory vitiating to professional efficiency.

No normal, red-blooded individual wants to be a bore. Furthermore no one can do his best work when he looks upon himself as such, or feels that others regard him in this way. If learning is a series of delightful adventures, so is teaching. It can be said with the utmost assurance that most of us as we look back to our student days can think of happy and inspiring hours spent in the classroom. This

being true there is no reason for thinking that the teacher who enjoys teaching is violating any canon of the academic decalogue. On the contrary, the teacher who creeps like a snail unwillingly to school is not going to accomplish much after he arrives there. One of the finest descriptions in all literature of a man with the real teaching spirit is found in that wonderful line of Chaucer's *Prologue*: "And gladly wolde he lerne, and gladly teche." Joy in learning and joy in teaching go hand in hand.

In any field of activity genuine efficiency is to a surprisingly large degree a matter of attitude. All of us who have done a part of our life's work in the classroom have found that half of the battle is the securing of responsiveness on the part of our students. The intellectual attitude of the teacher is just as important. Any fallacious conception of what we are doing or its significance will impede our progress, if not entirely ruin our effectiveness. Right thinking about our work is far from being a matter of minor importance.

TEACHERS APPLICATIONS

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THE present shortage of qualified teachers for various positions may cause some people to question the importance of applications, both written and in person. Yet failure to use the proper technique may even today cause one to lose his chance to secure the position he most desires. Only a few years ago 200,000 certified teachers in the United States were unable to find a suitable position; 5,000 of these were in a mid-western state alone. Ordinarily about one fourth of our approximately one million teachers are new each year to their positions, and almost 100,000 of these are holding their first position.

Unfortunately, teachers are not always entirely ethical when they apply for a new position. Rarely does a doctor make any attempt to "steal" the patient of another doctor, and just as rarely, perhaps, does a lawyer attempt to "steal" the client of another lawyer. Far too common, however, is the unprofessional practice whereby a teacher makes a conscious effort to obtain the position being filled by another teacher. Superintendents of schools and some school-board members at times encourage such a practice when they invite the filing of applications when no vacancy exists. One of the first suggestions, therefore, is: Be sure that a vacancy actually exists before an application is made for a given position. It is a good policy to make known the source of the information concerning the purported vacancy. Such "square shooting" is appreciated by those who have a position to offer. And, by the way, a lot of applicants apply for a vacancy instead of a position. The implications are obvious.

Although it is true that college and commercial placement bureaus as well as most school systems today have blanks to be filled out by the candidate for a position, the well-written application and the personal interview are insisted upon in many cases. A more intimate touch is thus made possible, and this is infinitely worth-while.

The Written Application

Many superintendents of schools and secretaries or clerks of boards of education have received applications written upon paper of various colors and various sizes, and even with various colors of ink. Making an application is strictly a business enterprise, and not a social matter in any sense of the word. Plain, white, bond paper 8½ inches by 11 inches should be used. Envelopes should be of the same kind and general quality of paper, and may be in either of two sizes, namely, small ones which are 6½ inches by 3⅝ inches, or large ones that are 9½ inches by 4⅛ inches. The first letter should probably be sent in the large envelope because the applicant will enclose a self-addressed, stamped envelope for the convenience of the superintendent or the board of education in making a reply. If the folded letter is too small for the envelope there is often an implication that the applicant cannot fill the position adequately. If the envelope is too small for the paper, a decidedly poor impression is made by folding the letter an additional time to make it fit the envelope. Superintendents and many board members have usually had some business training, and they are quick to discern lack of good practice in this respect. Either black or blue-black ink should be used.

The neatness of the letter of application is often taken as an indication of the probable neatness of the applicant. Letters showing finger prints, nail polish, or erasures are detrimental. The sheet on which the letter is written should be creased firmly and evenly.

There is no single rule that tells the applicant to whom he should address his letter. If the superintendent of schools is actually, rather than only nominally, in charge of the school, it is best to send the application directly to

him. In the early part of the letter, however, reference should be made to the board of education. The board has final authority to award contracts, and good policy calls for recognition of this fact. In case it is best to send the application directly to a member of the board of education, it is again wise to mention the board of education as soon as feasible; otherwise one or more board members might conclude that the member to whom the application is sent has vested interest. But no matter to whom the application is sent, the teacher should make use of a personal touch by finding out the exact name of the person to whom it is sent. Merely to address a letter "Superintendent of Schools" or "Clerk of the Board of Education" is entirely too impersonal. The superintendent and the clerk are almost always considered highly important people in the local community, and they are justly proud of their positions. To fail to ascertain their exact names sometimes leads them to believe that due recognition has not been accorded them. The salutation should also be directed specifically; merely to say: "Gentlemen" or "Dear Sirs" is too general, and at the same time does not fit the situation because many of our boards of education are composed in part of women.

Let us turn our attention now to the contents of the letter of application. Penmanship should be as good as the applicant can make it. Pupils are great imitators, and somehow the kind of penmanship used by the teacher is often set as the standard by the pupils. There is much complaint today about our careless and sometimes illegible writing. It should be recalled again that the letter of application is a business proposition; therefore, good business style of penmanship is demanded. The present writer recalls that one board of education discarded an application in which circles were placed above the letter "i," and that superintendents and boards have objected to back-hand writing.

Punctuation is still important today in spite of the tendency to disregard it at times. Whenever it is needed, it should be utilized. Again the superintendent and certainly some members of the board know what constitutes good punctuation, and they expect teachers to make use of it.

Misspellings are absolutely inexcusable! If the applicant can't come close enough to proper spelling so that he can find the word in the dictionary, he should use a synonym or perhaps he should recast the sentence. A few years ago the present writer found the president of a board and the superintendent of schools in the latter's office trying to cull out of a large number of applications a few to be given careful consideration. It became apparent at once that correct spelling was considered essential by this superintendent and by this president. The latter asked: "Why do you people at the University recommend anyone who misspells as does this candidate? He has misspelled *five* words in this follow-up letter." Five words had been marked by either the superintendent or by a board member. Scrutiny on the part of the visitor showed that the following misspellings occurred: aplication (for application), dont (for don't), appologys (for apologize), sincear (for sincere), consurning (for concerning), intirested (for interested), and sincearly (for sincerely). All told, therefore, *seven* words instead of only five, were misspelled. This applicant did not get the job. A young lady who was a college graduate with major in English wrote an application in which she omitted the capital in "English." The superintendent was so disturbed about it that he refused to give her further consideration. A young man sent an application to a teacher-training institution where he wished a position as teacher and supervisor in English or Social Studies. In spite of the fact that his typist had misspelled five words on a single page, he complacently signed the letter without making any corrections. The inference is that he knows no better himself. To be specific, here are the misspellings found in that letter: consistantly (for consistently), intellegently (for intelligently), priviledge (for privilege), snugness (for smugness), and to (for too). A business executive might "get by" with a "dictated-but-not-read" notation, but the applicant can not do this.

Attention has already been directed to the desirability of making clear the source of the information concerning the vacancy. If a good placement bureau, for example, has suggested that a certain teacher apply for a given position, this fact in itself tends to give the application a good deal of prestige.

Stereotyped letters should be avoided. It isn't difficult to find a sample letter which can be copied almost verbatim, but the chances are that other applicants have made use of the very same letter. A young man who lacked a degree and whose teaching experience was quite limited, applied for a superintendency. To his amazement he was elected in competition with perhaps forty or more applicants many of whom were doubtless better qualified. The secretary of the board of education later cleared up the mystery when he said: "You said that you thought you could *earn* $90 per month; others said merely that they wanted that amount. Our board members suggested that we give you a chance to show us if you can do it."

Today it is usually necessary that application be made for a *specific* job. It is no longer sufficient merely to apply as teacher in the elementary school or the high school; rather, one must apply for the position of primary teacher, for departmental work in a given field in the elementary school, or for the position of teacher of certain subjects or fields in the high school.

Educational qualifications should be made clear. It is often advisable to indicate the high school from which the applicant holds his diploma. The college or colleges attended, the length of time attended, the majors and minors obtained, the exact degree secured, and the date and kind of certificate to be granted are all important. It is often desirable that as much progress as possible be made at a single board meeting. The candidate who fails to give all pertinent information is at a disadvantage. In this connection, it is the contention of the present writer that it is best to state the salary which the applicant will accept. The placement bureau almost always has at least a very close estimate as to salary. By all means, under-bidding should be avoided.

Allied activities are being considered a definite part of each teacher's assignment. Some applicants have been placed because, in addition to the usual qualifications, they indicated their ability and willingness to sponsor a club, the high-school newspaper, or some other activity.

Personal data such as age, height, weight, health, marital status, and religion are usually desired by the board of education. The teacher who tries to mislead the board on any of these items will, in the long run, lose far more than can possibly be gained. If a community is opposed to married women teachers or to one's religion, for example, it is better to apply elsewhere.

Many candidates forget that they should ask permission before taking the liberty to refer employers to a given person. Sometimes the person referred to would be much happier if a certain applicant did not refer to him at all; he finds that regard for honesty does not permit him to say anything worthwhile about the candidate. What is omitted is often more significant than what is included in letters of recommendation.

"To-Whom-It-May-Concern" letters are hardly worth the paper on which they are written. Teachers who have been entirely unsatisfactory have been able to get such letters. The writers are not likely to tell much about shortcomings when it is apparent that the person about whom they write has access to the recommendation. Care must be exercised in selecting references who really know about one's work and qualifications, and whose statements are given weight.

A recent photograph that is not too flattering to the candidate should be enclosed with the letter of application. Very rarely is a candidate elected without at least a photograph. The small size is preferred. A dozen such pictures cost very little.

The complimentary closing needs attention. Those who write "Respectively yours," instead of "Respectfully yours," for example, can expect little consideration from a board of education in a desirable community. The signature must be in legible penmanship. Furthermore, married women should certainly indicate "Mrs." in parentheses before the first name. In the case of certain names such as "Billie," "Dale," and "Marion," which are today held by both men and women, good practice demands that sex of the applicant be mentioned.

Having written the letter, the next concern of the writer is to fold and insert it properly and neatly. There are several ways of doing this acceptably, but the convenience of the reader must be borne in mind constantly. Along with the first letter should go a self-addressed, stamped envelope. This saves time, it shows courtesy on the part of the writer, and it gives promise of hearing from the board of education or superintendent, whether the report be favorable or not. It also tends to insure the return of the photograph which, in itself, costs more than the stamp and envelope.

No matter how well the application is written, many boards of education refuse to elect a teacher or administrator without a personal interview. Let us turn our attention to this phase of applications.

The Application in Person

The candidate should dress modestly and neatly when he applies in person. Extremes are seldom tolerated. It has been said that a flapper is not elected by a board of education on which there are women members. Men should wear a hat. Shoes should be shined. No matter how well one is otherwise dressed, he does not look well if his shoes are not properly shined. Men should wear a suit, and not a sweater, except in the case of a coach whose sweater and letter award have a direct bearing.

Moderation should be used in make-up by the ladies who apply in person. There is little or no objection to some use of rouge, lipstick, or finger-nail polish, but to over-do in any of these respects might have some repercussions. One board member remarked that only worn-out machines need paint and re-treads. Proper attention to manicuring is also essential.

One young man whose college record was good, came to the placement bureau late in August frantically inquiring why he had gotten no position. It was suggested that he shave off his mustache. He soon had a position. One young man failed to obtain a position because he constantly had halitosis. One lady made a favorable impression at first, but soon talked too much. Many candidates have failed to be elected because in their conversation there was no indication that they were aware of the principal occupations in the community where they were applying. One was not elected because he tried to use unfair means relative to his competitors. Courtesy pays dividends.

Finally, it is in the interest of the applicant to close a contract as soon as possible if he really wants the position. Every clause should be understood fully by both parties. And, by the way, a contract is a legal instrument which

is presumably binding upon both parties. Owing to the fact that many teachers regard their contractual obligations too lightly, the Wyoming State Legislature in 1943 passed a bill providing that the certificate of a teacher be revoked if he leaves his position without giving notice of at least thirty days. The bill was vetoed by the Governor. Placement bureaus are taking the point of view, however, that due notice must be given the board of education if further assistance in securing positions is expected. Teachers can almost always count upon the cooperation of their principal, their superintendent, and their board of education in making it possible to accept promotion in position and salary, but certainly those who sign a contract should give it due consideration.

WHAT! MORE SHAKESPEARE?

SALIBELLE ROYSTER
Reitz High School
Evansville, Indiana

"AREN'T we going to have any more Shakespeare, Miss Royster? Why?" queried a ninth year class of college-bound girls, who had just laughed themselves into stitches over *A Midsummer Night's Dream.*

This unusual group was the result of an experimental arrangement last year, placing all boys bound for Mechanic Arts School in one section and all girls preparing for college in another, in our now defunct core curriculum program.

"Because I thought a girls' group would enjoy *A Midsummer Night's Dream* more than *Julius Caesar*, which is in your text. The boys' group is doing that. It is more of a man's play. There are only two women in it."

"But we want to read it too. May we try it? We'd like to take the parts."

"Oh, very well, since you have asked for it," I conceded, secretly thrilled at their interest, "provided you do all the theme writing and oral reports that I have assigned you first—and do them well."

No one has ever asked seriously for a Shakespeare play in my class without getting it, but the girls had no way of knowing that. The more indifferent I acted, the more eager they became. Themes appeared on schedule, with fewer errors and more originality than usual. Oral work showed poise and considerable research. Every few days the eternal question rose, "When do we start *Julius Caesar?*"

Finally we started *Julius Caesar.* I fell ill in the middle of it and had to be absent a week. Through telephone conference with my capable substitute, however, I guided the work so that it was practically finished when I straggled back. Swamped with details and still convalescent, I slammed a stiff exam at the girls and thought that now I had heard the last of Shakespeare .

Not so from these damsels. "Couldn't we read just one more Shakespeare play?" they ventured as soon as they could get my attention.

"Why?" It was my turn to ask.

"Because we liked the other two and because you explain things so that we can understand them. *Please* let us read just one more!"

"Oh, you flatterers! Nellie Mae, go to the library and find out how many copies there are of *The Merchant of Venice* (no, not Venus. *Venice*)."

There weren't enough to go around, but the girls gleefully solved that difficulty. "I have that book at home," volunteered several. Others could get it from the public library. Soon we were involved in the perplexities of Bassanio and Portia, Antonio and Shylock.

The class didn't even argue about the month of grammar, so I began to fear inwardly that this time I might have squelched them. I need not have been perturbed. When there were only two more weeks of school left, they piped up again.

"We heard some students in other classes say that *The Lady of the Lake* is a good story. Aren't *we* going to read it?"

"Goodness gracious! What could we do with *The Lady of the Lake* in the last two weeks of school? I'd have to feed it to you with a spoon!"

"We'd like that," the young imps admitted blithely.

We galloped through the Trossachs at the rate of a canto a day and had one day left in which I showed pictures brought from Scotland. Never have I known interest in this classic to run higher. "What a good story!" the girls commented repeatedly, after I had trimmed away all but the bare essentials. I am thinking of preparing a streamlined version of *The Lady of the Lake* for high school use. It works.

Came the last day of school and a backward glance at the now completed first year of English.

"Didn't you forget something?" inquired one Puckish sprite. "Remember when you sent us word last March when you were ill to learn as much as we could of Mark Antony's speech?"

"Oh, yes. Did you do it? It isn't too late to prove it now."

They were still quoting when the bell rang.

▼

The secret of the success of this experiment, in my opinion, lay in sensing the direction in which the girls' minds were growing and in giving them as much fine literature as they could take at a time when they were ready for it. Had I announced in the beginning that the class would master at least three Shakespeare plays, plus *The Lady of the Lake*, within a period of six or seven weeks, I should have been greeted with groans and protests. By using a sort of negative technique, by appearing indifferent to questions and suggestions that secretly thrill her soul, the teacher can often draw students out, letting them think an idea is theirs rather than hers. Especially is this true of superior students, often the most neglected group in high school. Since this is the group that will furnish the young leaders for the post-war world, nothing in or outside the curriculum is too good for them, and teaching procedure should help them to attain their maximum development.

THE VICIOUSNESS OF THE 'COMIC BOOK'

JAMES D. LANDSDOWNE

THE writer desires to take a stand in opposition to the expressed opinions of many authors who have examined the so-called "comic" books and have stated that these things are not harmful to youth. Space will not be taken to enumerate the bases on which the "comic" book has been found satisfactory, since many of the educational periodicals have carried articles which, undoubtedly, have been widely read, probably with sighs of relief by harassed educators. Nevertheless, they, as well as the parents who permit their children to revel in such "comic" publications, are being lulled into a false security.

The "comic" books probably carry that title because the original ones were extensions of the Sunday colored supplement of the newspaper. Even a superficial examination of the crop will bring out quite clearly, however, that the comic element is entirely lacking; that these books are not merely "thrillers" or "penny-dreadfuls" but real blood congealers. They appeal to the child's love for the supernatural and the imaginative; they deal with mystery, blood, murder and immoral practices (not sexual) in a thousand ways so it is not to be wondered at that children mutter and call out in their sleep and relate lurid dreams they have had. It is quite possible that, in spots, the literature of the past generation was as bad; Ali Baba destroyed the Forty Thieves with boiling oil, for example. Yet such was the exception rather than the rule. Moreover, by the vividly colored pictures of the "comic" book much sharper and more lasting impressions are made.

The greatest difference between the food for mental relaxation of the past and present generations and the realm wherein lies the viciousness of the current crop is in the philosophy which controls them. The past works could be considered mental relaxation, for mystery and adventure were provided. Emotions were affected no more than in other works of fiction. The tales were presented as fiction and recognized by their readers as such. In today's "comics" the bars are down and fantastic adventures are presented as reality and must be more than half accepted as such if the character's "fan" mail be any criterion. In the older adventure tales adherence to the moral principles of the ages was observed. Paul the Peddler was a poor boy who succeeded in obtaining wealth and position through hard work. He achieved success through his own efforts. Henty and Optic's heroes likewise won through adherence to the moral precepts of the ages: honesty, initiative, perseverance, diligence. They provided stimulation and encouragement to the younger generation. The current crop of thrillers passes the bounds of the physical, leaves the intellectual, and plays heavily in the emotional field. They make the reader a spectator of the panorama, a bystander. With the characters of the older works, the reader could identify himself and obtain encouragement: with the present, that is impossible; the reader is a non-participant, merely an observer. Of course, all fiction is a vicarious adventure; within the bounds of probability it may provide worthwhile stimulation as well as a means of whiling away time.

That difference in philosophy is the viciousness. The colors are an over-stimulating modernization; not much objection can be raised to the vocabularies; they are not immoral in the narrow sense. Yet the "comics" are immoral and vicious because they force the reader into a role which is a perversion of American tradition. Pioneer America became America of today through participation, not by-standing. The moral virtues, the eternal verities, not only allowed a man to hold up his head among his peers but also led him to assume the place in society to which his worth entitled him. The "comic" book removes the reader from the land of reality to the land of wish-fulfillment. Members of the younger generation have expressed the opinion that against Hitler's hordes and the Jap men-

ace we should send "Superman," the "Green Hornet," the "Masked Man" and sundry other of the figures of "comic" literature. While such words may be passed over lightly, the attitude of "Let George do it," behind the words requires attention, since our existence depends upon the unbounded effort of every man, woman and child and democracy cannot be obtained and held by cheering from the sidelines. Doolittle, Lawson and the other men who dropped bombs on Tokio not only provide the antithesis to the "comic" book heroes but also typify the daring, aggressive do-or-die performance upon which our country has been built.

The attitude fostered by the "comic" book pervades the child's daily life both in school and at home. At school he becomes either a day-dreamer or a loafer in the belief that either some miracle will intervene to save him from his just desserts or feeling that no academic preparation for life is necessary, just a bit of brawn and foxiness. At home the child is prone to become a dead weight. The household is managed to care for him yet he is interested neither in how things are managed nor in any participation therein. A very poor preparation for the democratic life which predicates and necessitates the cooperative effort of all citizens.

The extinction of the "comic" book would do much to settle more firmly on the ground the feet of the members of the younger generation and open to them more reality which is needed to prevent a country of doers from becoming a country of leaners and to enhance rather than diminish the power of a great democracy.

FOR EVERY CHILD, A STAR

MARGARET HILL

SUPPOSEDLY gone are the days of gold stars for "hundreds" in spelling. Yet in many school rooms this custom persists. The pupil who is intelligent and learns easily is still rewarded for achievements that cost him little or no effort. The average or dull pupil plods along receiving no praise, because he cannot do better than Jack or Sarah. No one seems to remember that he exerts much more time and effort in his quest for knowledge than the pupil who receives the praise. Eventually he is bound to decide that he is "just naturally dumb," and his endeavors will cease.

It is true that competition is an important factor in school as well as in life situations. But competing for the impossible ceases to be a challenge and becomes a damper to self-confidence.

In the business and social world we seldom compete with our superiors. We seldom strive for goals to which we are not adapted. I would scarcely aspire to be a splendid surgeon like the man next door to me or as good a writer as my cousin, for my abilities are different from theirs. I will compete with people on my own level of intelligence, aptitude, and environment.

Why, then, should every student in a fifth-grade class be expected to have a perfect paper in mathematics or spelling, to read a story without stumbling over any of the words, or to write a composition as good as someone else's?

Praise does indeed have its place in the classroom, as elsewhere, but it must be carefully timed. It must encourage someone and hurt no one. The discerning teacher praises the student who has accomplished something to the best of *his* ability—not someone else's ability. She praises the average student who has done a better than average piece of work, or the dull student who has done his best, no matter how poor, and of course the superior student who has done something good as a result of effort and time, and not native intelligence. High intelligence is a stroke of fortune. A child is born with it. He has nothing to do with its acquisition. Praise of the gifted child should be reserved for accomplishments that are as great as the student's ability. He deserves no praise for doing work that is better than that of other pupils in the class. It is easy for him to do so.

The most valuable commendation we can give is to the child who improves his own work from day to day and from week to week, regardless of how it compares with his classmates' work.

Our goal is for each student to do all that he is capable of doing. In order to know what his capabilities are, it behooves us to study each child as an individual.

Every student has a right to some sort of triumph at times. We, as teachers, must see that he gets it. It will do more for his stamina than anything else.

So if we adhere to the custom of gold stars and blue ribbons, wouldn't it be sort of fun to give them to, not the student who does better than other students, but to the student who does better than he did last week or yesterday? He is the one who has done something worthwhile.

WHAT IS GOOD LANGUAGE WORK?

FRANK M. RICH

Fourth Article in the "What Are Good Schools?" series.

SKILL in oral and written language is the outstanding mark of the cultured person; the means by which business is transacted, advice and information transmitted, friendships maintained and the instinct for self-expression satisfied. When we reduce to a concrete basis just what educators mean by "mental training," we find that it simmers down mostly to language training—the ability to transform a loose jumble of crude ideas into an orderly presentation that is clear and convincing to others. Language training is therefore one of the best measures of school efficiency, not only in the so-called English lessons but in every subject taught.

Our study of the nature of learning makes us properly skeptical of any mere routine or leading strings in education. The naivete of an educator can be judged by the strength of his faith in routine drills and exercises, regardless of demonstrated value. The old barnacle may be satisfied to grind away the years, parsing, diagramming, and piling up reams of language exercises, undisturbed by the fact that his pupils cannot produce anything of their own worth hearing any more than he can; but practical, utilitarian folks from Missouri want something tangible and serviceable to show for their money; not the empty passes of educational legerdemain. If a class spends months and years, for instance, studying nouns, verbs, and adjectives, it is reasonable to suppose that, when using the dictionary, they can distinguish between the definitions of such words as "base," "model," or "double," when defined as nouns or when defined as verbs or adjectives. It is reasonable to expect that, after studying complex and compound sentences or conjunctions or conjunctive adverbs, their own writing would show a little more mature handling of connective words, and variety of sentence structure. The big question is not how long and how often have the chickens been dragged through the mazes of conjugation and analysis, but what can they do for themselves when the leading strings are removed?

In measuring language work, as in measuring reading, two different checks are available; one, the way lessons are presented in classrooms; the other, the skill pupils have to show for a given period of training. Skill in composition can be rather easily and fairly estimated.

Dozens of scales have been developed for all types of composition—narrative, exposition, argumentation, friendly and business letters. Some are on mixed topics, some on a single subject as, "When Mother Was Away," or "It Was a Sight Worth Seeing When the Boys Marched past." These scales begin with inferior excerpts—bare enumerations of facts in meagre vocabulary, without order, awkward and inconsistent in construction. with drooping, pointless incidents or babyish, run-on sentences and all sorts of mistakes in grammar, punctuation and spelling. From this low level they rise through increasing degrees of directness, action, clearness, variety and choice of detail, till they reach the status of well-planned, well-handled expositions and stories, made vivid, dramatic and convincing by clear imagery, good sound, color and emotional effects, and by conversation, humor, and human interest. They build up suspense and lead the reader on smoothly by connective words, careful arrangements, easy transitions from topic to topic, variety in words and sentence structure, with particular attention to an attractive beginning, cumulative progression and a convincing and satisfying conclusion.

Here are samples from a composition scale based on the topic, "The Cost of Carelessness." They show the range of ability from very poor to very good work for sixth grade pupils, at the end of the year.

Quality E, "*Speed Man*" (very poor)

As I was riding along in a aota a nouther man in his aota was turning arownd the other oato bumt right into it. It not hut every one, I was in one of the oato one oato was on the other.

Quality C, "*My Brother's Axiddent*" (average for the end of the sixth grade)

My brother was climbing on a farm wagon and daddys gun was on it. Another boy was on the wagon and as soon as he saw him climbing on it he gave the gun a push and it fell in a hole on the wagon bed and went off. It hit my brother in the back and he was kept in bed for 3 months.

Quality A, "*Boy Burned By Playing With Matches*" (very good)

Mother screamed and we all turned to see what was the matter. My little brother was rushing toward us with his suit on fire. Mother rushed toward him and rapped him in a rug. Mother was only slightly burned but my brother has the scars on his left arm and chest.

These samples are from the

Driggs-Mayhew Scales, University Publishing Co., New York.

The relative general spelling ability of an individual or class can easily be measured by a spelling scale. Here, for instance, is a fragment of the Ayres-Buckingham scale. A pupil up to the grade indicated should be able to spell the six words with not more than two errors:

Second grade: seven, sister, game, went, Sunday, letter.

Third grade: happen, provide, bought, again, children, picture.

Fourth grade: beautiful, carried, obtain, husband, daughter, several.

Fifth grade: forenoon, neighbor, promise, different, attention, article.

Sixth grade: circular, estimate, impossible, concern, minute, Wednesday.

Seventh grade: testimony, arrangement, experience, secretary, height, imagine.

Eighth grade: immediate, convenient, disappoint, committee, artificial, intelligent.

Ninth grade: judgment, recommend, acquaintance, cemetery, endeavor, millinery.

The standing of a school in language teaching does not depend so much on how many pupils stand at the top of the scale, as on how many have been moved up one or more steps and in how short a time. Reading teachers in third grades vary from 150 pages to 3000 covered by the class in five months. Probably the same difference would appear among language teachers. By applying good methods of teaching, some instructors will produce more improvement in one week than others will in 20. Let us sit down in the classroom for a lesson or two and see what it is that makes the difference.

Does the work, in the first place, seem to grow out of something vitally interesting and stimulating to Child No. 1, No. 2, No. 3—live situations that call for expression; writings that pupils need to preserve and use; letters sent to real people for a real purpose, and the like or is it just that much more useless work demanded by the teacher? Are pupils learning to talk with relative freedom, in spite of artificial surroundings, technical deficiencies, and personal limitations, or must the teacher constantly prod them to "say something," "speak louder," "make full sentences" and so on? Does the teacher utilize, neglect or override interests which show up spontaneously? Does oral and written work stick to the same old stuff or is there a wide range of topics in the course of the term, as personal experiences, nature, games, pets, play-things, pictures, excursions, health, current affairs, debate, behavior, reproduction, how to make, how to do, stories to finish, stories from outlines, dramatizations, novelties, biography, anecdotes, fables, etc? Is the teacher training pupils how to put some logic and order into their speech and writing, showing them how to progress from cause to effect, from whole to parts, known to unknown, evidence to rule, rule to application, past to present, present to future? Is the teacher giving pupils the knack of being interesting by showing them how to introduce natural expression, novel incidents, speculative and aesthetic appeals, appeals to the reader's sympathetic emotions and above all appeal to the reader's desire to get something he can use himself? Is fluency developed by demonstrations, dramatization, and letting the student author dictate while assistants do the writing? Are a few new words and expressions systematically added to the vocabulary at every lesson, and a reasonable number of faulty expressions corrected? Is there an effective system of keeping track of such additions and corrections, so that they can be refreshed occasionally? Is correction sufficiently inductive so that pupils master the principles or rules behind the corrections, and so learn to correct their own mistakes? Does instruction in grammar grow out of and correlate with needs shown in composition? How much good written work—compositions, correspondence, plays, poems, news items, etc.—is in evidence and how does it compare with the work of other classes of similar age and intelligence?

THE GROWN-UP

ELIZABETH MOORE

DEAR little girl, dear little boy,
You always ask the question, "Why?"
You look at me with wond'ring eyes,
Fathomless as the blue swept skies.
You think I know the answers all,
That I am wise, infallible.
But could you read my human heart,
You'd know that I but play the part
Of "Grown-Up." For in God's vast
Infinitude, I do not cast
A shadow long; I am so small.
I do not know the answers all!

XUM

EDUCATIONAL PROBLEMS CLINIC:

Conducted by Ben and Dorothy Minton

Education After Mustering Out—I

ROBERT M. HUTCHINS
President, University of Chicago

In speaking to the Congress of the United States on October 27, 1943, President Franklin Roosevelt said: "While the successful conclusion of this great war is by no means within our sight, yet it may well be said that the time for peace is at the height of war. This is a good time to be thinking of post-war educational opportunities for ex-service men and women."

The tentative plan as outlined by the President's special Committee of Educators would offer one year of vocational or academic training for those men and women who had served a minimum of six months in the armed forces. The plan also suggests that students with "special aptitudes" should be given help for an additional period of one, two, or three years. Tuition and some living expenses, possibly $50 for single and $75 for married persons, would be provided each month.

The committee which has been working on this project for over a year estimates that 1,000,000 out of the 12,000,000 persons serving their country will take advantage of this educational offer.

Because of this problem's timely importance, the "Educational Problems Clinic" will present interviews with two university presidents. . . . Robert Maynard Hutchins of the University of Chicago, whose views are given herewith, and Rufus B. von KleinSmid, of the University of Southern California. Both men are noted for their progressive tendencies, yet express quite different views on the topic under consideration. Dr. von KleinSmid's opinions will be presented next month.

In the opinion of Dr. Hutchins, the government has stabilized and also financed the educational plants of the country during the critical years of the war. "Above all else it wants technical training. For many institutions, concerned in peacetime with training their students to make a living, the change is not great. Certainly a public which has been told how important technical training is will be ready to think technical training a fine thing when the shooting is over. Because the solution is an easy one, enabling us to forget the unpleasant problems we faced before we turned to winning the war, many will adopt it because of its mere convenience.

"Without doubt, the pressure to accept this solution will be tremendous. It will come from the government, as well as from the public which pays its own way, because the government contemplates a vast program of rehabilitation and demobilization requiring the use of the colleges and universities. When the shift from war to peace comes, it probably will come suddenly. There then will be little time for any institution which already has not done so to plan what it wants to do; it will be caught up in the flood of students. The easy thing will be to go along."

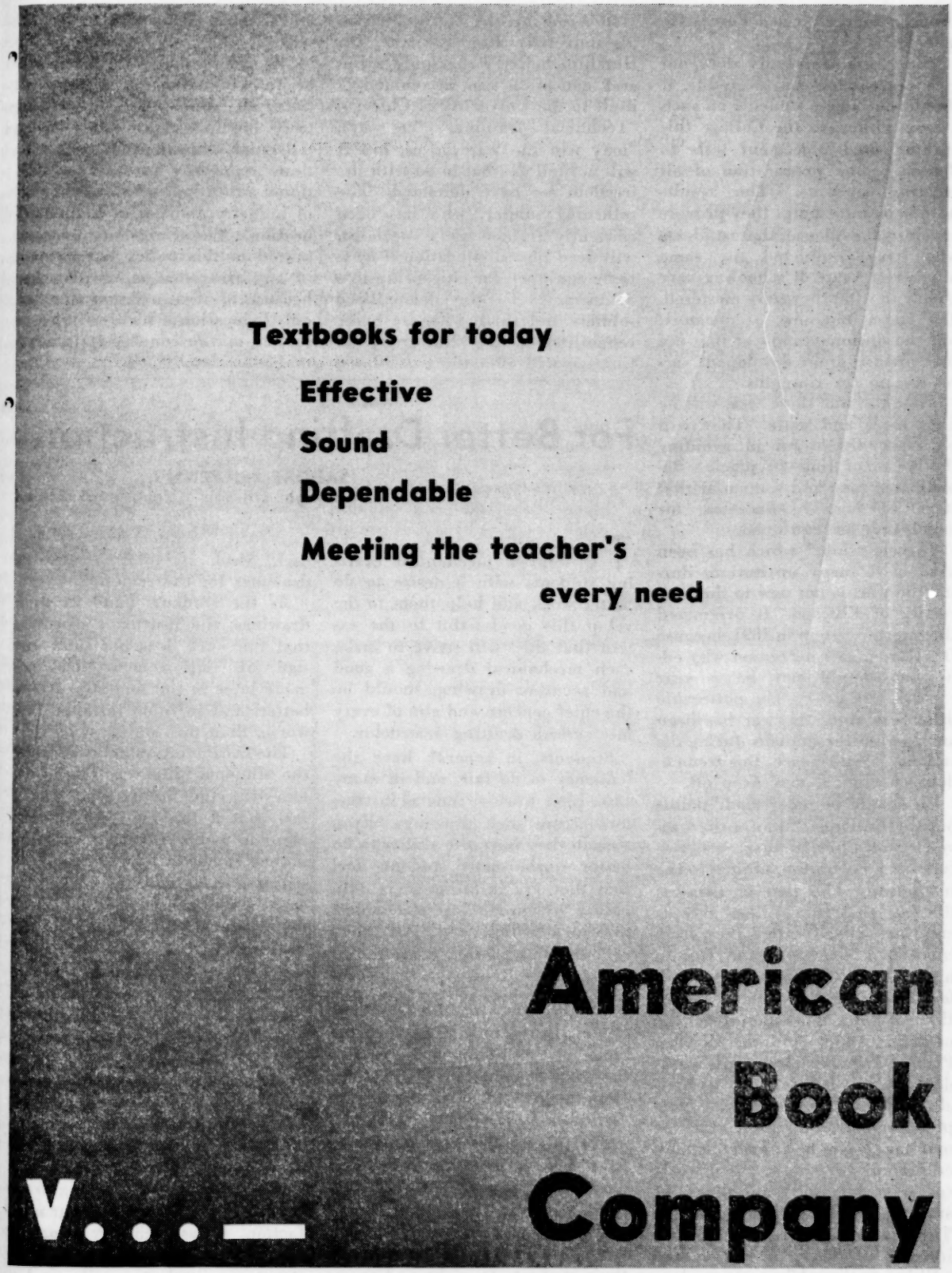
In spite of the supremacy of vocational training during the war, the University of Chicago has been shaping its course so that it may reenter education on a full-time basis after the war without benefit of a vocational curriculum. It has sought to build up its faculty even in those areas in which the students were fewest.

Dr. Hutchins tells us: "The University has believed since the days of Dr. Harper that the purpose of higher education is intellectual, not vocational training. The University proposes, as quickly as possible, to resume intellectual education. It can afford to do so because there will be so many post-war students from which to select. It does not propose to engage in the business of retraining Army radio operators for careers as auto mechanics for the two plastic cars in every garage."

The College of the University of Chicago, which since 1941 has awarded the Bachelor's degree for liberal education, demonstrates that there are both parents and students still interested in a liberal type of education. The College gives a liberal education over the span of years covered by the junior year in high school to the traditional sophomore year in college. For boys who had to obtain their education before their eighteenth year, this has been a real boon.

Of the College Dr. Hutchins says: "Believing as we do that the College represents a significant advance in improving general, basic education, and provides either a satisfactory terminal point for formal education, or a better preparation for advanced study than the generally existing system, we intend to retain it."

Another innovation at the University of Chicago is the general use of placement tests to determine the level of achievement of entering students. These tests were formulated by Mr. Ralph W. Tyler, chairman of the department of education and University Ex-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"Since the University does not give degrees for course credits, it should not admit students on such a basis either, so the College this autumn used placement tests to determine the preparation of all entering students. The results have been informing; they provide conclusive evidence that students who have completed the same number of years of schooling vary widely in what they have mastered. The fact is not new to educators, but the documentation of it is the first precise proof developed," according to Dr. Hutchins.

After the war these tests will be used more and more. They will be especially useful in avoiding the waste of time in placing demobilized men and women at that stage of formal education for which they are equipped.

"Acceleration," which has been used in so many institutions during the war, is not new to the University of Chicago. It originated the quarter system in 1891, because Dr. Harper saw no reason why education should not be a year [illegible]nd enterprise. The noticeable difference since the war has been among younger students during the summer. With peace, this tremendous enrollment may drop off.

"It should be understood," points out Dr. Hutchins, "that at the University of Chicago there are two types of acceleration, unique to the institution. The first of these is the fact that the College accepts entering students after they have completed their sophomore year in high school. This means that college work begins two years earlier than usual. The second is the principle adopted in the Chicago Plan of 1930, which permits a student to progress as rapidly as he is able. He does this by passing comprehensive examinations, which he may take when he is ready, whether prepared by high school work, courses taken in the College, or study he pursues independently. These two types of acceleration are integral in our organization and will be continued."

In sizing up the entire plan of his university after the war, Dr. Hutchins believes that only a liberal education can accommodate itself to the University of Chicago. "Technical training," he says, "may win the war for us, but it will not tell us what to do with the freedom we have defended. The returning soldier, who has been efficiently trained as a specialist, will need liberal education if he is to be equipped for citizenship in a democracy. To the demobilized soldiers and those who are being rehabilitated, the University of Chicago will offer the best liberal and advanced education it can provide.

"As soon as it is able, and it will be quickly because of its preparations, the University will return to its function of providing an intellectual education. It will continue rigorously to exclude vocational education, which is the job of industry and not of higher education. The University is committed to this policy not because of any arrogance on its part, but because of its conviction that the only education which will be of service to the country is intellectual education."

For Better Drafting Instruction

ISADORE M. FENN
Chicago (Illinois) Vocational School

TO impress mechanical drafting students with a desire to do better work and help them to develop this good habit to the extent that they will strive to make each mechanical drawing a good and accurate drawing, should be the chief concern and aim of every mechanical drafting instructor.

Students, in general, have the tendency to do fair, and in many cases poor work as long as instructors accept such drawings. Even though they have the ability to do better work, many students feel that they are fulfilling their obligation by producing mechanical drawings which are just good enough for a passing grade.

▼

At the first meeting of their classes, instructors learn that the main interest of the students is in the requirements of the course. How much work must they do to earn their credit?

For this reason most instructors have a so-called orientation and motivation period, and at that time acquaint the students with the requirements. Many mechanical drafting instructors require their students to make a drawing each week—a total of twenty drawings for the semester.

As the students hand in their drawings, the instructor discovers that the work does not show any sign of improvement—drawings made later in the semester are no better, and in some instances are worse, than previous drawings.

The instructor, upon questioning the students, discovers this problem—the students are aware of the fact that it takes more time and effort to make a good drawing and if they spend this extra time they will not have time to make one each week; therefore their classmates who produce "just passing" drawings will soon get ahead and thereby receive a better grade at the quarter or end of the semester.

Instructors should immediately take steps to remedy this situation. They will find that students are encouraged to put more effort into their work when a system of grading is used which gives more consideration to the quality of the drawings instead of the quantity.

A point system of grading drawings has been used with great satisfaction. It has been very favorably received by students as well as instructors. Students easily under-

stand this simple and practical method. They feel that this system is very fair to them. Students are permitted to grade their own drawings before the instructor marks them. In many cases students, in the process of grading, find some of their errors and correct them before they submit their drawings to the instructor. It has been found that this experience tends to develop in them a desire to make their drawings neat and accurate. Students, generally, are honest in grading their work and they soon become very critical markers.

Following is an example of the possible use of points in grading each drawing:

Accuracy	...drawing of object	...50 points
	...dimensions	...25 points
Lettering		...15 points
Neatness		...10 points
		Total 100 points

Each drawing is graded by the instructor for accuracy (drawing of object, and dimensions), lettering, and neatness according to the sample table of points.

Special help is given to students who receive a low number of points on any of these items. They are made to understand that they will receive a greater number of points on the whole drawing if they make the necessary corrections. Students soon become aware of the fact that the one with the highest number of points is sure to receive the best grade on marking day. In this way they are motivated to check and double check their work, thereby eliminating errors and improving their lettering—resulting in better and neater drawings. Instructors soon find that students respond more enthusiastically to the requirement of a number of points rather than to a number of drawings. This system of grading is very flexible and the point values may be adjusted to fit the situation.

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In these trying times, the importance to students of knowing how to make good accurate mechanical drawings cannot be stressed too much. The War Manpower Commission, Division of Training, has been advised by the U. S. Civil Service Commission that the Government is seeking persons trained in mechanical drafting, because of the shortage of draftsmen, to fill the needs which exist in Federal agencies. Instructors are asked to help the Commission by informing their students as to the need for persons with training in drafting. Positions pay $1,440 a year plus overtime—a total of $1,752 a year. Students enrolled in regular or war training courses may qualify without a written test. There is no age limit.

Instructors must realize that they have a definite obligation to their students in these wartime days of vocational opportunities.

Students must be indoctrinated with the fact that they are definitely making their contribution to the war effort by staying in school and learning all they can. In this way, instructors will not only make their contribution to the students, but also to the war effort and to the better post-war world.

▼

The Trend Away From Analysis

One only knows the truth as he becomes analytical, elemental. Yet organized education is becoming less and less analytical. It is now reading, not phonetics; it is now creative writing, not the parts of speech; it is now appreciation, not logic. And the further we go in the present direction, the less prepared we are to read, create and appreciate.

CHARLES THOMAS BROWN,
Florida Southern College

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PHYSICAL EDUCATION, NAVY STYLE

CARL F. SIMON
Director of Physical Education
Manchester, New Hampshire

THE High Schools of Manchester, New Hampshire, have introduced a new phase of student leadership through their Physical Education Program. Due to lack of space, only Seniors are required to take Physical Education. The lower classes are deprived of this opportunity. It has been my contention for many years that all students should have an opportunity to take part in some sort of physical exercise. My chance has at last come to increase the physical program.

We have set up an organization within the High Schools known as the Physical Education Naval Program under the supervision of the Director of Physical Education. Over 2100 students go through a fifteen-minute period of calisthenics every school day. Although space is limited and the type of work given must be adapted to desk interference, we feel that it has proven a worthwhile program. Both Headmasters feel it should definitely be made a part of the curriculum.

The program, which is doing splendidly and is quite fascinating to the students, is as follows. All students return to their home rooms at the end of the second period and there under the leadership of 143 senior boys and girls the entire student body go through their calisthenics drills. Posture is stressed every day during the entire drill work. The lessons are so planned as to get into action the big muscles of the body, but for the most part the exercises must be built around the arms and legs. From back-stage whispering it has been brought to my attention that a great many of the leaders prepare their lessons at home, using mother, father, sister or brother to practice on. Thus the work is also getting into the homes. Our object is to make students as well as adults health-minded and keep them so.

In each building the following leadership is set up. A Lieutenant Commander heads the school with two assistants with rank of Lieutenant (J.G.). Each floor has an Ensign in charge. Within each home room there is a Chief Petty Officer and a 2/c seaman. Duties of the Ensigns in corridors are to see that all rooms have leaders each day. In cases where both C.P.O. and 2/c seaman are absent, the home room teacher steps to the door, calls for the Ensign, and a 2/c seaman is taken from one of the other rooms by the Ensign to lead this particular room for the day. The Ensigns report all absences among the leader corps. They carry out all orders from their superiors. They are taught the lesson plans so well that they are capable of stepping in at any time to make a correction to a C.P.O. or 2/c seaman. Every other week, as soon as their floor has its full leadership and things are going smoothly, they leave to do some of the executive work. Right now they have been asked to draw up one of the lesson plans under my supervision.

2/c seamen take charge of opening and closing windows, lights on dark days and other details. The C.P.O. is never disturbed from leading his or her class once it has started. The home room teacher is responsible for discipline and attendance.

All calisthenics lessons are typed and given to the leaders. Each lesson is taught twice to the C.P.O. and once to the 2/c seaman by the Director before it is given to the student body. Leader instruction comes during the calisthenics period. This is the reason for two officers in a room. One receives instruction while the other carries out the assignment in the home room.

The lessons are changed every two weeks as well as the personnel of each home room.

An officer of the Intelligence Department visits all Senior home rooms looking each day for replacement material. This is necessary because boys becoming eighteen are taken by draft boards. Later in the school year this same department will visit all Junior home rooms checking for prospective candidates as leaders for the work next school year.

A social committee has been chosen by the 143 leaders and they have held one social function to date. The organization also has a representative on the student council.

The organization and its work have been highly commended by teachers as well as the Headmasters and Superintendent. It seems to me that it will not be a duration child, but permanently in the curriculum on account of the values received in health and leadership training.

Our regular gym classes have not been pushed aside for this program. There are great opportunities within this organization for both student and teacher. At first I was skeptical of the plan, but it definitely works well. I often stand between the two buildings at Central High and watch the students work on all floors and in every room almost simultaneously. It is an inspiring sight.

PROPAGANDA AS A CLASSROOM STUDY

CLARICE COX

EVALUATION of the written and spoken word with free and individual reaction to it is the basis of democratic thinking. In Axis controlled Europe a perverted use of the written and spoken word has been one of their greatest weapons. By their abuses they have called attention to a need for better understanding of propaganda in our schools. Students need to be aware of the forces that are at large in the world today; they need to be trained to make a cool appraisal of what they hear and read. A clear cut policy should be formed by school administrators in regard to the study of propaganda.

The enthusiasm of youth forms a perfect culture for the growth of prevalent ideas whether or not they are founded on facts. Unusual credence is placed by them in the written word especially. This attitude may well have been fostered by excessive respect shown by some teachers for books and magazines. In answer to queries, many reply, "It is in the book!" as if of that authority there could be no possible discussion. Some authorities must, of course, be recognized and respected but there is surely room for the toleration of honest doubting. "It is in the book!" should not be the final statement in a discussion.

Young and inexperienced teachers need the guidance of the principal or superintendent in this matter. There should be a frank recognition of the part propaganda plays in our lives today and plans made to make the student aware of it. Social science, English, and psychology are the likeliest fields of operation.

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Social Science. Political campaigns furnish good illustrations of the use of propaganda. Reading of things said by those on different sides, listening to speeches over the radio and attendance at various rallies will convince the student of a need to be careful in accepting what is said and written. Without, of course, taking sides the teacher can easily call attention to the conflicting views expressed and urge the students to be thoughtful and cautious in formulating their own opinions.

A study of such agencies as the OWI will bring out various types of propaganda and their relations to the world at large. Such experiments as "rumor clinics" will also be interesting.

In social science there is also a good opportunity to emphasize the long view and the movements with reference to each other. There is need for checking over-enthusiasm for the latest "ism." Many people now feel that an excess of zeal for pacifism was displayed by teachers in the period following the last war. If the progress of mankind is viewed as a whole—as it should be in such classes—there is a greater possibility that the various movements will not stand out too far or be over-emphasized in themselves. Newer ones should fit into the pattern and should be viewed in the light of the past as well as the present.

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English.—In no other class is there a better chance to develop habits of evaluation in the student and respect for his own opinion. In literature the pupil should be encouraged to express his likes and dislikes with emphasis on the rea-

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sons for his choice. Too many students feel that the way to get ahead in class is to echo the point of view of the teacher or the text. They may, of course, concur but they should know just why.

▼

A greater latitude may be allowed in the choice of books for reviewing. The trend is very much toward non-fiction at present and many excellent books are being published. In addition, there was never a time when an intelligent study of a variety of magazines was more rewarding in formulating opinions. The radio with its round-table discussions and exposition of problems by the leading personalities of our time offers rich experiences to the intelligent listener. Wise use of the radio in connection with class work is therefore especially valuable in training the student mind to understand current events and interpret them for himself.

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Psychology.—In high schools where the elementary principles of psychology are offered there is a fine opportunity for a study of the way people try to sell their ideas. The fundamental emotions and dependable motives appealed to are often the same whether the one using the appeal is selling commercial advertising or a political panacea. The student who is aware of the methods used to attract him is that much better qualified to make a free choice.

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Many of the young people who leave our high schools today are soon to go into service for their country. In the best interests of democracy they should be prepared to see their own way through the conflicting maze of opinions hurled at them daily and to stand on their own as thinking individuals.

"WOGS" TO THE RESCUE

IVAH GREEN
Department of Rural Education
State Teachers College
St. Cloud, Minnesota

ALL last summer we were made aware of the serious shortage of teachers, especially for rural schools. We read with sympathetic concern notices by county superintendents of hundreds of positions to be filled, and accounts of hundreds of rural schools being closed. We are heartened considerably when we see the crisis being met in the voluntary return to the teaching profession of hundreds of former teachers. In counties where all of the rural schools now have teachers, a good many of these are married women of the community. More and more ex-teachers are returning to the rural schools to prevent their closing, some of them perhaps forever.

At a teachers college in Michigan this summer a group of women who had once been teachers enrolled in a refresher course in expectation of returning to teaching positions in rural schools in September. To amuse themselves they took as their slogan, "We Old Gals Survive," and called themselves "WOGS." In Minnesota we too have "WOGS" although they have adopted no such slogan or nickname. What they call themselves, or whether they call themselves anything, is of no consequence. The important thing is that they exist.

The "WOGS" in Minnesota are ex-teachers, most of them married and homemakers. As the armed forces, defense jobs, and city school salaries drain our rural schools of young teachers, these older women from farms and villages are giving a helping hand to Minnesota's rural school children. This contribution in almost every case supplements an already heavy load of regular duties as farm wife, housekeeper, and mother. Many are elderly women. Many have sons and daughters in the armed forces. Some have invalid husbands. Some are widows with grown-up families, who have no one with special claim to their services. They all see in this urgency their one best opportunity to rally, at home, to the need of their country. And to that need they are responding nobly. Having once taught school, these teachers return to that occupation after many years' absence from it with an earnestness and zest that augurs well for the nation's children who come under their guidance.

There are those who see something ludicrous or pathetic in these "old women" returning to teaching, and "feel sorry for their pupils." But perhaps we need not feel too sorry. For these teachers go out "on a mission" just as surely (although less spectacularly) as do those who enlist in the armed forces for combat. These women are realists. They have already done, or are doing, a full-time job as citizen, parent, field hand, cook, wage-earner, or what have you. They are not interested unduly in exorbitant salaries such as defense workers are getting. The fact that they have once been teachers is evidence that they are under no illusions as to the work they are about to undertake. Teaching had no glamor in former years and very little recompense in the way of either salary or fame. While salaries are decidedly better now, glamor is still remote and much of the work is unappreciated drudgery. The women know they will serve without uniform, without insignia, without citations. No one will cheer them or play bands for them in a parade, or "see them off" when they leave for their war-

time service. Their pictures will not be in the papers with notices of promotions or badges won for valor and devotion to duty. These teachers know, because they have gone through it all before, that they are not going into any "soft snap." They know there exist for some of them encounters in "jungles" of dirt, disease, ignorance, intolerance, apathy,—even of antagonism. They accept the fact that for some of them there will be cold, cheerless schoolhouses to build fires for; dirty walls and floors to clean; poorly-clothed and malnourished children to teach; and inadequate materials to teach with. And all in addition to their regular jobs at home.

But these "volunteers" also know that they cannot remain at home unconcernedly when a job that they were once trained to do needs to be done. They know that schoolhouses must be kept open; that children must be taught,—else what price victory for democracy? Someone has to keep the schools going. And apparently the only ones to do it are the "someones" who already have full-sized jobs to do. So, without fanfare, and with some trepidation, ex-teachers return to the rural schools. And their pupils will benefit from their coming.

Many of these "recruits" prepare for this step by attending summer refresher courses at teachers colleges. Their ages range from the late twenties to the early seventies. Some have not taught for thirty years or longer. They come apologetic about their "rustiness" and probably old-fashioned ideas. They are hesitant, frightened, and self-depreciatory. But after the first day or two their fears give way to eagerness and enthusiasm. They talk about their families, their chickens, their canning. They ask, among dozens of other questions, "How shall I teach beginners to read?" "How can I plan a school day with all eight grades?" "What text-books shall I select?" They exchange opinions about hot lunches, discipline problems, and state examinations, in class, at the luncheon table, and far into the night. They punctuate their remarks with, "Now I see how to do it," and, "I'm going to try this way."

Avid for practical, down-to-earth illustrations of how to teach, they observe demonstration lessons with intense concentration. They are as quick to see the good points of a lesson as they are tolerant of the not-so-good, and equally ready to suggest improvements. They temporarily adopt all children in demonstration classes, learn their names and characteristics, and note progress in ability and personality.

Feeling that every minute spent at school is precious, they are punctilious about class attendance. They worry a little about the newly-hatched chickens; how the twelve-year-old daughter is coming along with the meal-getting; whether the peas will be too ripe by Saturday to can. Those who live farthest from the college depend on husband and children to "carry on" from Monday to Friday without Mother; then on Saturdays and Sundays Mother does a week's work in advance so as to be away without too much disruption of normal family life. Some of the women share their cars and drive from their farms each day, doing their washing, ironing, canning, and other farm chores evenings.

Do these "war-workers" feel they are overworked? Or demand time and a half for over-time? Far from it. The whole summer session takes on an aspect of a vacation because of the valuable help they are getting, and because of new and exciting things to do. Freed for the moment from chores and family duties they revel in an impromptu "Kaffee Klatch"; in songfests; in luncheons for which they make the decorations, welcome the guests in original rhymes, and present gifts with appropriate remarks; they act as hostesses at a tea; they wallow in finger paints; they experiment with pas-

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tel chalks; they make draperies and they cover orange-crate chairs; they go to the theater and they have "Dutch Lunch" treats.

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And day by day they acquire valuable help for managing those schools they are becoming eager to take over. They have seen that school can be fun for children under the right conditions and they are storing up ideas for making those right conditions in their own schools. They see how school-rooms are kept attractive and homelike. They learn how to get results through co-operative effort in a community. They discover how to make use of environmental materials. They get an insight into a rich philosophy as a foundation for educational practices. Alert, professionally geared, confident, they leave summer school, truly "refreshed."

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No, the outlook is not too dark for rural school children in the hands of these mother-teachers, these self-styled "WOGS". What they may lack in new techniques they make up for in their richer experience in dealing with children. What they may lack in youthful looks and spirits they compensate for in maturity of judgment, in stability, in sympathetic understanding of children. In the face of teacher shortage let us not be too discouraged, nor pity too much either these "Re-treads" or their pupils.

Make the Future More Vivid

MAUDE BURBANK HARDING
School of Education
Boston University

AFTER working for ten years on his first book, which was published in 1890, William James said:—

> "The meaning of an idea consists solely of the particular consequence to which it leads . . . . Look away from first things, principles, categories, and look toward last things, fruits, consequences, facts."

We are beginning to do this now with the zest of discoverers.

It was John Dewey who brought James' theories to maturity.

> "Education is development from within and formation from without," says Dewey. "Just as no man lives or dies to himself, so no experience lives and dies to itself . . . . Hence the central problem of an education based upon experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences."

The world has moved so fast for energetic American children that they have acquired much in the tensely vibrating air that must be destroyed or supplanted. Not only is the world to be made safe for the children but the children must be made safe for the world. This great onward movement is to be organized by you and by me, by all of us who qualify as responsible leaders and guides.

Are the lessons being taught by the war the kind of lessons that should endure? Is there danger of forgetting that God made man in His own image, not some men but all men? Classes and masses! And the tragic dividing line. In a High School group of about 350, the following countries were represented:—

> England, Scotland, Wales, Ireland, Norway, Sweden, Denmark, Austria, Germany, Holland, Belgium, France, Spain, Italy, Greece, Roumania, Poland, Lithuania, Latvia, Russia, Ukrania, Palestine, Syria, Liberia, Jamaica, Canada, and China. Although no political unit bears the name, Armenian, Native African, and American Indian strains should also be noted.

Democracy reduced to its lowest terms means *thinking and being fair.* Children of America must understand order as contrasted with Gestapo methods and anarchy.

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How are we to help shape this delicately molded clay of modern youth without seeming to be too intent on the wheel? We must do this by indirect but very definite methods.

A visit to a second grade classroom during the opening week of school gave me a good suggestion for a working plan to use in High School or College. In this room were three bulletin boards. On one were small American, English, Russian, and Chinese flags over a list of names headed:

FORMER PUPILS NOW IN THE ARMED FORCES

Some little girls, as well as boys, were spelling out the names.

On another bulletin was the American flag only and a paper with the caption:

WHAT CAN *YOU* DO?

Twenty questions followed. Small groups were discussing the answers in various stages of humility and arrogance.

At the third board several children were waiting to check their initials against a list of accomplishments headed:

THINGS I LEARNED TO DO THIS SUMMER

Many boys and girls were writing at their desks, and the teacher asked Ellen if she would like to show me what she was writing. It was a mimeographed copy of the WHAT CAN *YOU* DO list.

1. Can you deliver a package safely and promptly? YES
2. Can you deliver a message correctly? YES
   A two-point message? YES
   A three-point message? I think so.
3. Are you obedient? generally
4. Are you willing? YES

5. Are you honest? YES
6. Are you thoughtful of other people? generally
7. Are you saving? generally
8. Can you build a fire in a stove? NO
9. Can you make cocoa? NO
10. Can you toast bread? YES
11. Can you cook eggs? NO
12. Can you wash dishes? YES
13. Can you make a bed well? YES
14. Can you take care of a garden? YES
15. Can you ride a bicycle? YES
16. Can you ride or drive a horse? BOTH
17. Can you harness a horse? NO
18. Can you row a boat? YES
19. Can you make a fast knot in a rope? YES
20. Can you knit? YES

This list at once reminded me of an application blank on which I had recently checked the qualifications of a student who had given my name as reference to her prospective employer. How surprised that girl would be, I reflected, to know the maximum that is expected of her!

If every college freshman cannot have a copy of application reference blanks such as those which are sent to be filled out confidentially, there should be at least one blank posted on the bulletin board of each corridor.

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It is customary in most High Schools and Colleges to give a Personal Inventory Test or Personality Survey. Some good must inevitably result from answering the hundred or more random questions, but too often the hasty self-analysis is laughingly compared with those of other classmates and is dismissed with a careless "So what?" Extrovert or introvert, what does it matter?

There is no "So what" attitude in the contemplation of questions that are to be answered by somebody else and which may spell out the doom of precious hopes. An authentic business reference blank may well give rise to permanent consideration of a few questions involving character development. Here is a typical form:—

A. Does he need constant prodding or does he proceed with his work independently?

B. How are others affected by his appearance, voice, manner?

C. Can he lead efficiently?

D. What kind of emotional behavior is evident?

E. How does he adapt himself to changing situations?

Please note in spaces below:

I. Any marked defect in personality.

II. Any character defect.

III. Any lack of preparation.

IV. Chief evidences of strength.

V. Manifest weaknesses.

VI. Do you place full confidence in his integrity?

VII. In what activities has he taken a noteworthy part?

VIII. Does he like people in general?

IX. In your opinion is he well qualified for this position?

X. What qualifications other than those mentioned does he possess?

Take a quick mental survey of the happiest people you know and consider whether or not they are important in some way. You will find that each one who comes to your mind is vital to the well being of somebody, of some institution, of some cause. Each one of them can do something.

Look back into your own preparation, your childhood at home, at school, and in society. Have you any gaps to fill in order to be of greater service to this important next generation?

Mrs. Miniver says:—"You cannot successfully navigate the future unless you keep always framed beside it a small clear image of the past."

Let us establish by every possible means the "clear image" that will worthily accompany the successful navigation of the citizenship of the future.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

We Can Snap Out of It!

I have heard it said frequently that many teachers are naive, narrow, self-centered; and as time goes on a large per cent become psychopathic. No doubt you know cases that fall into one or the other of these classifications. Recently two teachers I know resigned. One said, "I don't want to stay in the profession until I become funny"; the other, "I'm approaching the zero hour."

It is not only among teachers that we find cases of maladjustment. We all know salesmen, office workers, factory workmen and even home makers that do not get along well, who are not happy and are not properly adjusted to their work, their associates or life.

There is no essential correlation between one's job and his personality. Teachers are not doomed to be narrow, reclusive or odd. They are the best educated and the best trained people we have—they can create a good impression; they can be adaptable; they should make every effort to be noted for their kindness, intelligence and stability. The burden is upon the individual—it is not a question of drifting and becoming but of struggling and developing. Push forward—forever push forward. You will make mistakes by so doing but you will make a bigger one by settling back.

An associate suggested that he thought it would help teachers maintain poise, breadth of view and general interest if the school city sponsored teachers' parties and dances. The difficulty with this is that only a handful would attend—those that needed most to go would stay at home and criticize. There are enough activities in nearly every community as it is—why not capitalize them?

Maintaining perspective is each teacher's individual problem. Don't wait for some one to plan for you but for God's sake—and yours too—get going yourself—help with the church activities, clerk in the stores, do office work, sell books,

XUM

join a good club, work on a farm, go fishing, mix with people you don't like. I know there will be excuses: too tired, must do the washing, cleaning, mending, cooking. But none of this must interfere with your success and mental attitude. Lie flat on your back 20 minutes as soon as you get home each day, that will rest you; get up at 6 o'clock Saturday and do the week's work. And there—all problems are solved.

This is serious business—teachers are the molders of the nation—they have a big job to do and must do it well—they ought to have the respect and admiration of all. To guarantee that respect let's do a good job each day, let's keep in trim, let's be ready physically, intellectually, mentally to meet every issue squarely and with honor.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

"Most Like a Liberal Villain"

A short time ago I heard a boy ask, "What is the meaning of 'liberal'?" I wonder what the word "liberal" or the word "liberalism" does mean in the United States today. A definition by Webster is, "Liberal—One who favors greater freedom in political or religious matters." Milton says:

"Infinitely good, and of his good, As liberal and free as infinite."

And Shakespeare:

"Most like a liberal villain."

Liberal goodness and liberal villainy! They are hardly the same thing, but in the popular vocabulary the two words "liberal" and "liberalism" are capitalized. Other dictionary meanings of "liberal" are, "free, generous, open-minded, not selfish."

Among American political parties that claim to be liberal are: Democratic (New Deal), American Labor, Socialist, Farmer-Labor, Communist, Progressive, and, in New York City, Fusion. The American Federation of Labor has long considered itself a liberal organization, but the C.I.O. regards itself as the only liberal labor organization. Certainly the "not selfish" concept of "liberal" would not apply to some of the liberal organizations, nor to the leaders of those organizations. To some of the leaders Shakespeare's "Most like a liberal villain" would be more appropriate. Ask Mr. Pegler.

There are many conflicting ideas regarding liberalism. Many people and many organizations are interested in the preservation of civil liberities, freedom of speech, and freedom of the press. To these may be added such things as political liberty, the right of workers to organize, conservation of national resources, pure food laws, regulation of monopoly, improvement of health, equalization of educational opportunity, and others.

A few years ago men and women who were in favor of these things considered themselves liberals. But today the old time "liberal," even if "old time" dates back only a few years, has to go pretty far to the left if he is going to join the present day parade of Liberals.

It used to be possible for a person to be a liberal and still say publicly, without being called a reactionary, that the development of rugged inviduals and the principle of enlightened self-interest are not of necessity contrary to the principles and ideas of American democracy.

Time was when a liberal could voice his objections to subversive propaganda of foreign dictator governments whether Communist Russia or Nazi Germany without being dubbed a reactionary and an old fashioned follower of narrow nationalism and being told by some Liberal "Citizen of the World" that he should become a student of global affairs. Now he is told that narrow nationalism is out of date. It is interesting to note that in the decade and a half before Pearl Harbor Liberals who used the word "nationalism" usually placed the adjective "narrow" before it. That was particularly so in the case of Liberal educators.

Many of the people who are known as Liberals and are proud of it are liberal with things that are not their own. All American communists claim to be Liberals. They certainly are liberal in their ideas of what the United States government, in which they don't believe, should do. The left wingers and extreme Liberals are "free" or liberal in their advocacy of the abolition of the profit motive in business enterprise. They are liberal in the planning of things for which they have no responsibility. In education the Liberal college professors are liberal with their ideas of what constitutes a democratic administration of a public school system although they are far removed from any responsibility to the public in the matter of public school administration.

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Two politicians, a conservative and a liberal, arrived at Heaven's gates at night. The gates were closed. In response to their knocking St. Peter told them that the gates would not be opened until daylight, and that they would have to wait. After both the conservative and the liberal had voiced their objections St. Peter told them again that they couldn't come in until morning. The conservative said, "If it were not destruction of property I would smash one of these gates." The liberal said, "Go ahead and do it. I'll pay for the damage out of the public treasury."

The News Digest

OF EDUCATION IN ACTION

Britain To Rebuild School System

LONDON—Sponsored by the British Government, a new education measure calls for the reconstruction of the national system of education into primary, secondary and further stages. It raises the school-leaving age to 15, and later to 16. April 1, 1945, is specified as the date for raising the age to 15; the time for raising the age to 16 will be as soon as practicable.

Nursery schools are to be provided wherever they are needed. Another reform calls for the reorganization of the present elementary schools so that well-designed and equipped primary and secondary schools will be available, without tuition fees, to all children. The law is to be amended so as to emphasize the position of religious instruction as an essential element of education.

A system of compulsory part-time education in working hours for young persons up to the age of 18 is recommended. They will have to attend Young People's Colleges one whole day or two half-days a week for forty-four weeks yearly. Where continuous attendance is more suitable, a period of eight weeks or two periods of four weeks yearly are specified.

For the first time, Britain will have a Minister of Education with power to develop a national policy on education. Central advisory councils, one for England and one for Wales, will be established to advise the Minister.

A considerable extension of technical and vocational training as well as adult education is planned; a substantially increased allocation under these heads is included in the revised financial memorandum accompanying the bill. Local education authorities will be responsible for providing adequate facilities. They must consult universities, educational associations and neighboring authorities.

The total additional cost for these reforms during the first year of operation is estimated at £5,500,000, and this will rise to £80,000,000. This figure will be reached by 1955. The Exchequer grant will rise gradually from the present average of 50 to 55 per cent, with special grants to the poorest authorities.

Schools of Fifty Communities Profit by Pooling Ideas

NEW YORK—Two years of working together as the Metropolitan School Study Council have convinced the school authorities in fifty communities in New York City, Westchester, Long Island, Connecticut and New Jersey and seven associated communities outside the metropolitan area that educational systems, like industries, can profit by "pooling" their inventions and by bringing the "idea men" of their staffs and the community together to work on common problems.

Organized in April of 1941, the council took as its initial problem the description of individual offerings of the twenty-eight school systems its membership then represented, Dr. Paul R. Mort of Teachers College, Columbia University, explains. In the words of one superintendent, "We wanted to be able to show the public what they were getting for their money." Eighty-three investigators armed with a lengthy questionnaire, the best available guide at that time for describing a school system, visited their own and neighboring communities to determine the extent and nature of the services each school was rendering for the money expended.

The council soon discovered that its field workers had listed some 900 additional items of school activity which were not covered by points in the existing questionnaire. The task became twofold—to apply a yardstick to the council's own schools and at the same time to devise a more accurate measuring rod for others to use in the future.

The second phase of the council's work began with a growing appreciation of what other schools were doing and a desire to be more quickly informed about it. One method of serving this need is a monthly bulletin. The Exchange, which gives members an opportunity to read about each other's current efforts.

Together these phases of the council's work augur well for the future, Dr. Mort feels, by implying a shortening of the lag between the introduction of a new method by a group of pioneers in the schools and its general acceptance by interested observers in other schools. Schools that are doing something outstanding no longer need modestly to "hide their light under a bushel," because they know that an open-minded audience is interested in hearing about the projects they have under way.

Hawaii Converts Jap Language Schools

HONOLULU—Like a fleet of captured ships, an increasing number of Japanese-language schools in Hawaii are being salvaged, trimmed of foreign paraphernalia and refitted for service under a new command.

These institutions are being converted for community use on an interracial, American basis. They are being used as auxiliary public schools, community centers, civilian defense stations, OPA ration board headquarters, public kindergartens and child care clinics.

Although the number which have been fitted into the wartime pattern of life in Hawaii is relatively small in comparison with the number in

existence prior to Pearl Harbor, experience to date suggests that most, if not all, of these former foreign-language schools can be utilized to promote the Americanization of Hawaii and thus compensate to some degree for their long pre-war service in the interests of Japanism.

As a result of control established by legislation coupled with other factors encouraging the conversion of the school properties for new uses, it is felt that by the time the war has ended few, if any, of these institutions will be available to serve again as foreign-language schools, even if, as seems doubtful now, there should be any attempt to revive them and restore them to their former functions.

Dr. Thomas Retires As Norwich Head

NORTHFIELD, VT.,—The retirement of Dr. John M. Thomas as president of Norwich University was announced recently.

The 73-year-old educator, who became head of the military institution in June, 1939, after having served as president of three other colleges, Middlebury, Penn State and Rutgers, told the Norwich trustees that "the time has come when Norwich needs a president who is able to work harder than is possible for me at my time of life."

The request of Dr. Thomas, a complete surprise to the trustees, was granted "with sincere regret."

Boston Lifts Ban On Married Teachers

BOSTON—Because of the difficulty in securing substitute teachers in the Boston schools the School Committee voted to lift temporarily the ban on married teachers. According to Supt. Arthur L. Gould 88 positions requiring substitutes could not be filled. He added, however, in the light of the action taken by the School Committee vacancies can be filled during the months of the greater teacher absence.

Conant Warns U. S. Facing Serious Educational Deficit

CAMBRIDGE, MASS.—At the end of the war "the academic world will have to recover from a shock of a severity not before experienced in our history" because of the educational shortages created by the war, President James B. Conant of Harvard University predicted in his annual report.

"By and large the United States will face the problems of the post-war world with a totally inadequate supply of college and university graduates in the age group from twenty-one to twenty-five," he said.

"To have this deficit made good is clearly of paramount importance to the country.

"By financing the future education of a carefully selected number of returned veterans for three or four years, the nation can at one and the same time wipe out the educational deficit created by the war and give renewed vitality to our fundamental doctrine of equality of opportunity for all."

Mr. Conant endorsed federal financing of a state-managed program as proposed in the veterans' education bill now before Congress. He warned against federal administrative control of such a program and "the dangers of a powerful central government possessing a determining voice in educational matters," and said that "in education above all other matters we must guard the doctrine of local responsibility."

President Conant made abundantly clear in his report that his consideration of post-war plans did not mean that he expected an early end of the war.

"There are those," he said, "who, reflecting the over-optimism of a few months ago, feel that the war is nearly over. I wish I could share that opinion, but I cannot. I fear we have ample time to make our plans for the return of any large numbers of our fighting men.. And if planning for the future either in a university or elsewhere diminishes in the least degree the tempo of our war effort, then we have failed to keep our faith with those now carrying the battle to a desperate enemy."

In a state-managed program for furnishing veterans' education such as Congress is now contemplating, he said, care must be taken to avoid barriers against veterans studying outside their own states. "The crossing of state boundaries in our educational process is of great value in breaking down provincialism; it is one of the ways by which in normal times a sense of close national unity is developed."

Dr. Arthur Wilde

BOSTON—Dr. Arthur H. Wilde of Needham, dean emeritus of the Boston University School of Education and one of the university's most popular faculty members, died recently at the age of 78.

He resigned as president of the University of Arizona in 1914, and established the School of Education at Boston University, which in twenty-one years grew from the university's smallest department to its second largest. He retired as dean in 1935.

Studying Chinese At Oberlin College

OBERLIN, OHIO—Thirty students at Oberlin College, including men from the Navy V-12 Unit and men and women of the College of Arts and Sciences and the Conservatory of Music, are studying Chinese as an extra-curricular activity. Oberlin College and students are particularly interested in China because of the Oberlin-in-China schools to which representatives of the college go as teachers for two years and from which they return to Oberlin-in-Ohio for a year of graduate study. Chinese students, as often as possible, are sent to Oberlin College to reverse the process, so that students on both campuses, so many thousands of miles apart, are actually drawn together in friendship and understanding.

Seeks Teachers By "Want Ad"

CHARLESTOWN, N. H.,— School teachers are so scarce in this and seven surrounding towns that Walter L. Mason, Superintendent, inserted an ad in the "help wanted" column with the plea: "Children need an education."

Forced to close one school because of the dearth of teachers, Mr. Mason said that other schools might have to be shut down unless there were sufficient replies to the advertisement which read:

"Regular and substitute teachers wanted for rural schools. Children need an education. Schools closed."

In more than a quarter of a century as an educator, Mr. Mason said he never had experienced such a shortage of teachers.

Only 2 in 10 Oppose Federal Aid to Education

DENVER, COLO.—In spite of widespread discussion and agitation against "federal subsidization of education," only two persons in ten among the general public oppose such a measure, according to results of a recent nationwide survey by the National Opinion Research Center, University of Denver.

Almost eight out of ten Americans with opinions (77%) approve federal aid to public education through the states. A few qualify their answers, and only 10 per cent of the public as a whole lack definite opinions on the issue.

Asked whether public school systems should be controlled mostly by the states or the federal government, three out of four persons with opinions (75%) believe the states should determine educational policies. Almost all of these, however,—67 per cent of the entire cross-section—still favor federal aid to state educational systems. Basic to all these attitudes is, doubtless, the fact that two-thirds (66%) of Americans with opinions agree that most public schools in the United States lack the financial resources they need to "do a good job."

Trained interviewers canvassed a nation-wide cross-section of civilian adults, including the proper proportion in each geographical section, of rich and poor, young and old, men and women, farm and city dwellers, Democrats, Republicans, and non-voters.

The most striking difference of opinion on this question appears along political lines. More than twice as many Republicans as Democrats *oppose* federal aid to state public schools (30% to 14%). Sectionally, residents of the Midwest are most against the proposal, with 23 per cent of that group registering opposition, in contrast to a disapproving vote of only 11 per cent in the South.

Respondents were asked their reasons for attitudes on this issue. Of those favoring federal aid, most emphasized the need for equalizing educational opportunities, particularly between urban and rural schools and between the South and other sections. Some mentioned lower school taxes or higher salaries for teachers. A Baltimore housewife put it this way: "The important thing is to get the education for the child, regardless of where the money comes from."

Sees Work Study Plan As Post-War Need

NEW YORK—Measures to meet four major problems which will confront the American educational system at the close of the war are proposed by Dr. Edwin Sharp Burdell, Director of Cooper Union, in his annual report to the board of trustees. To do justice to demobilized veterans Dr. Burdell sees as essential the evolution of a nation-wide cooperative employment service capable of providing individual guidance as well as jobs.

To enable youth to reach a more adequate level of attainment he holds the cooperative form of education, involving alternate periods of work in classroom and industry, must be developed at the high school, junior college and college levels. Adult education should be made a part of the public school system of the cities and of the State universities' extension service in the small towns and rural areas.

Disabled Veterans Attending College

LOS ANGELES—Among the first disabled war veterans on the West Coast to benefit by the new Federal plan of educational rehabilitation is a group of six men who have entered the University of Southern California. They are taking up life where they left off prior to entering Army service and will spend the next four years preparing for vocations of their own choice. The new nation-wide plan is directed by the Veterans Administration Office of Vocational Rehabilitation.

Selection is based on a disability of 10 per cent or more in addition to need and high-school credentials. The applicant has his choice of approved universities and colleges in this country and he is provided with textbooks and adequate allowance, with his tuition paid for. The plan will continue for a period of six years after the war.

Jobs for College Girls Not Plentiful

CAMBRIDGE, MASS.—"For the first time since Pearl Harbor the college graduate cannot find a bargain on the job counter," Miss Edith G. Stedman, Director of the Radcliffe College Appointment Bureau, said in a survey comparing calls in the six weeks preceding the May and November graduations at Radcliffe. There were 300 fewer calls from employers during October than there were six months previous, and the whole tenor of demands is now changing.

"Last spring Government and industry were willing and anxious to pay for training inexperienced college graduates for highly paid, interesting positions, but the employer now wants his money's worth—to start," Miss Stedman stated.

The Appointment Bureau's survey clearly showed that typing and shorthand are still essentials as a background for almost any kind of war or peacetime job, and secretarial jobs were the only ones which showed a marked increase over the summer.

Goes to Mexico as Visiting Teacher

SOUTH HADLEY, MASS.—On invitation extended through the cultural relations division of the State Department, Dr. Emma Perry Carr, head of the chemistry department at Mount Holyoke College, has gone to the Institute of Chemistry at the University of Mexico as visiting professor.

She is the first recipient of the Francis P. Garvan medal awarded to a woman every two years by the American Chemical Society for distinguished service in chemistry .

Year's Service For Youth Urged

BOSTON—Revision of the educational program in the United States to provide a year of national service for every boy and girl between the ages of 18 and 22 was proposed by Dr. Milton Proctor, president of Westbrook Junior College, at the annual conference of the New England Junior College Council at the Hotel Statler recently.

He suggested the program could be established under the leadership of heads of educational, commercial, social and industrial organizations, with an "aroused people" providing the support.

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High School Enrollments Lowest in 10 Years

WASHINGTON—The enrollment in the public high schools for the year 1943-44 is 5,761,000, or about one million below the peak enrollment of 6,714,000 in 1940-41, a preliminary estimate made by the U. S. Office of Education indicates.

The estimated present enrollment made up of 2,701,000 boys and 3,060,000 girls, is approximately the same as the total in 1933-34. The 1943-44 enrollment is 6.2 per cent less than last year, and represents a drop of 246,000, or 8.3 per cent, among the boys and 135,000, or 4.2 per cent, among the girls.

Enrollments in the junior and senior classes of high schools have declined between 9 and 10 per cent since last year. The number of boys declined about 15 per cent, the number of girls about 5 per cent. This drop is probably accounted for by the large numbers of students who have left school for work in industry and for service in the armed forces.

The importance of completing their training is being continuously urged upon young people by Paul V. McNutt—who is concerned in the school-and-work problem both as Federal Security Administrator and as Chairman of the War Manpower Commission—by John W. Studebaker, U. S. Commissioner of Education, and by Katharine Lenroot, Chief of the Children's Bureau, U. S. Department of Labor.

Schools Are Under Nazi Rule in Occupied Lands

WASHINGTON—A partial account of the Nazi war on education in two of the occupied countries—France and the Netherlands—was reported from overseas sources to the Office of War Information recently.

The report was filed as the Nazis closed the University of Strasbourg, now located in Clermont-Ferrand, on December 2, with the arrest of all of its Alsatian students.

Universities in France continue to function, it was reported. There is an acute shortage of teachers however, and the Nazi-Vichy influence has affected both the curriculum and the textbooks.

Many teachers have been dismissed for being "anti-German" or because they were Jewish. Many textbooks, particularly on history, have been suppressed, the Vichy Minister of Information having authority to suppress any text. French students are being given lessons in "civic and moral duties"—the Nazi ideology of collaborationism. School attendance in France has been poor since the armistice.

In the Netherlands, according to the report to the OWI, no more than 2300 students now attend the universities. Nijmegan, Amsterdam and Leyden universities have been closed. Four thousand students have been sent by Nazi authorities to factories in Hanover, Berlin and various Austrian cities. About 5600 are in hiding.

Education in the Netherlands has been threatened, too, by the continued depletion of teaching staffs. There have been many dismissals for anti-Nazi sentiments. Some professors have been arrested as hostages. The Germans also demanded that 20 per cent of all Dutch teachers be sent to Germany for forced labor.

The report noted that many Dutch University professors had been leaders in opposing the Nazis. In December a year ago, for instance, the rectors of the Universities formed a delegation to protest to Nazi authorities against the Nazi demand that students be sent to Germany for forced labor.

At the present time, the Nazi-controlled Netherlands press is complaining that professors refuse to teach students who have signed a "declaration of loyalty" to Germany.

10,000 Schools Re-Open In Ukraine

LONDON—Already 10,000 elementary and secondary schools are functioning in the liberated Ukraine, according to Soviet officials in London. The number of pupils in these schools of war is 1,500,000.

Short courses in scientific agriculture were organized again this winter and 3,000,000 Soviet peasants attended, which is 1,000,000 more than last year. Field and livestock workers learn the latest agro-technical methods for getting a large yield and for livestock breeding.

Moscow's agricultural colleges are providing refresher courses for farmers in liberated areas.

Brotherhood Week

NEW YORK—The theme of the annual observance of Brotherhood Week, February 20-26, 1944, is "Brotherhood or Chaos—History Shall Not Repeat Itself." 3,000 communities in the United States participated in the 1943 observance, with schools and colleges taking a conspicuous part. Free program aids, including pageants, plays, posters, a movie, and outlines of other activities are available for this year's observance by writing the sponsoring agency, The National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York.

Indian Exchange Students Arrive in China

WASHINGTON — The Chungking radio, in a broadcast reported last month by U. S. government monitors, said that the arrival of a group of Indian students in Chungking in an exchange of students between China and India was hailed by the *China Times* as an event of "far-reaching significance in the 'furtherance of friendship and the promotion of peace.'"

The English-language broadcast, which was directed to North America, quoted the *China Times* editorial as declaring that Sino-Indian relations, already linked by "historical, religious and cultural ties," have become even closer as a result of the "anti-aggressor war."

The *China Times* emphasized that cultural collaboration among all nations is "an essential requirement for the establishment of a permanent peace."

Pupils Appeal Hold Line on Cones

WASHINGTON—A group of school children of Clayton, Mo., appealed to Congress to prevent an inflationary spiral which might boost prices on ice-cream cones and candy while their allowances remained stationary.

David Levy, Buddy Cooper, Virginia Finley, and 38 of their chums threw their support behind a continuance of subsidies in a letter made public by Senator Henry S. Truman (D) of Missouri.

"We don't want to see ice-cream cones, candy, and gum doubled and tripled in price, when our allowances will stay the same," they warned.

Senator Truman, Chairman of the Senate War Investigating Committee, which has conducted many inquiries into the impacts of the war, remarked:

"This letter requires plenty of study. From my own childhood recollections, I can see that 15-cent ice-cream cones might disrupt national morale."

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